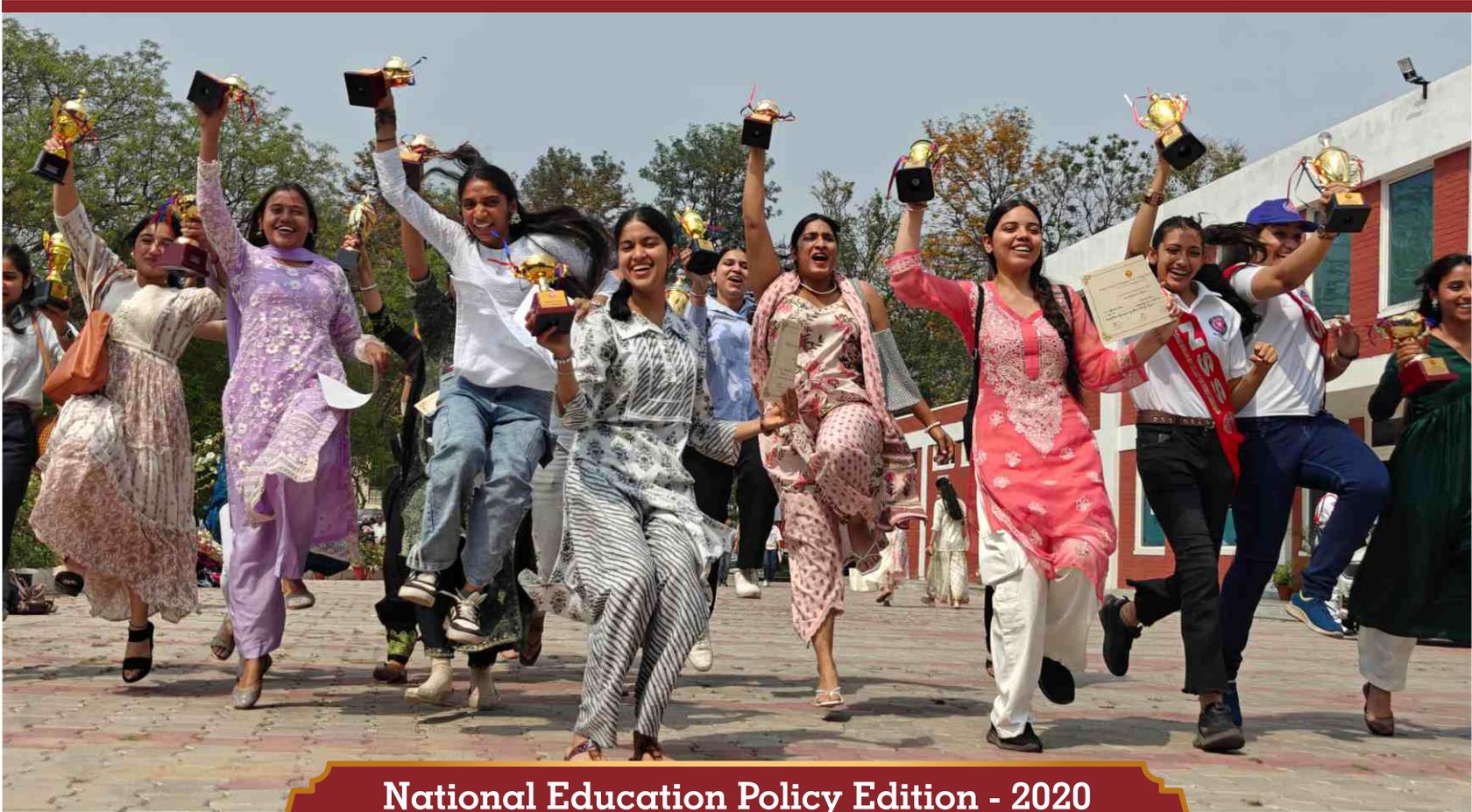




MEHR JYOTI 2024-25



National Education Policy Edition - 2020
Skill Enhancement and Digital Empowerment

MEHR CHAND MAHAJAN DAV COLLEGE FOR WOMEN

Sector 36-A, Chandigarh-160036

Our Beacon of Light



MAHARISHI SWAMI DAYANANDA SARASWATI

Our Guide and Mentor



Dr. Punam Suri Ji, Padma Shree Awardee

**Hon'ble President
DAV College Managing Committee
New Delhi**



From the Principal's Pen

When I walk through the corridors of MCM DAV College Chandigarh each morning, I am greeted not just by the sounds of eager footsteps and infectious laughter, twittering of birds nestled in the nooks and corners of the campus and the tall, upright trees, but also by an enduring promise—of purpose, of growth, and of a future shaped by conscious, value-driven, and holistic education. Gratitude fills the deep recesses of my heart as I reflect upon my decades-long academic journey in this college – brimming with success stories of our alumnae, imbued with discipline as the hall mark of its defining character, and a deep sense of pride in playing my humble role in shaping the colour and character of this institution. I often remind myself that our responsibility as an institution goes far beyond imparting knowledge. We are here to shape lives, to ignite curiosity, and to uphold the dignity of hard work, commitment, and ethical living.

This year, as we continue to implement the vision of the **National Education Policy (NEP)**, I see that promise taking a more definite shape. NEP has been envisioned as transformation of mindset—a shift from rote learning and theoretical concepts to meaningful learning, rooted in practical application of knowledge, from traditional teaching to mentoring, and a paradigmatic focus on Indian knowledge system. At MCM DAV, we have embraced this policy not as a mandate, but as a mission to empower our

students. Each classroom now echoes with dialogue; curriculum is designed to upscale skill set, and carries value-addition, and ability enhancement courses, each teacher has taken on the role of a guide, walking beside rather than ahead. The path is challenging but 'Together we Can,' and we shall make a difference.

Sincerity and service have always been at the heart of all our endeavours in building an institution of exceptional excellence. Whether it is the precision of academic planning, or compassion with which a teacher stays back to clear a student's doubt or the energy and verve in celebrating special days and causes as a team—MCM DAV's work ethic is reflected in the small everyday gestures that build a larger legacy. We believe that integrity in thought leads to integrity in action, and that is the foundation on which this institution stands tall.

As I flip through the pages of this magazine, I can feel the heartbeat of the campus captured in words and visuals. This magazine is not just a compilation; it is a living document of our collective spirit. This edition exemplifies the relentless efforts of our teachers and students in lighting the torch of compassion through our community outreach activities, our quiet spiritual tours through havans, yoga, and meditation, knowledge-enhancement through various workshops and seminars, our persistent environmental and sustainable development campaigns, and also, the cheerful, festive vibes through many on-campus celebrations, and much more. Behind every page lies the dedication of a team that worked quietly, passionately, and tirelessly. To the editorial team, my heartfelt thanks in curating an edition seeped in memories and moments, and in weaving the story of our institution with care and creativity. You are the record keepers and preservers of our journey, and your work does not end at just compiling and editing the content but also ensuring that the all the stakeholders will remember us not just through records, but through remembrances and reflections.

To every student who penned down her heartfelt thoughts and sewed a tapestry of ideas and thoughts, to every teacher who encouraged a hesitant voice and shaped her pen, and to every member of the editorial board who turned motley ideas into a beautiful compilation in the form of Mehr Jyoti, I say this: Your efforts and patience have added another feather in the cap of the institution.

Let us continue to dream, to do, and to dedicate ourselves to the values we hold dear.

With warm regards and immense pride,



Ms Neena Sharma

PRINCIPAL

From the Chief Editor

A few years ago, in a small town nestled in the heart of India, lived Ananya, a final-year B.A. student who loved History. Yes, the same subject that many dismiss as dusty, dry, and impractical. But for Ananya, it wasn't just dates and dynasties, but a gateway into the world of past. Her passion lay in storytelling, and she wanted to bust the myth of History as a dull subject. She wanted to reach out to the people — maybe through digital content or educational platforms. The only hurdle? She had no idea how to edit videos or create digital content.

Then came the winds of change — the National Education Policy (NEP) 2020. Her college adopted a multi-disciplinary approach, introducing skill-based and ability-enhancement electives like coding, digital marketing, and creative designing. NEP's promise of flexibility, inclusion, and integration gave her a hope to fly. She wrestled with learning the art and science of digital content creation, animation and also juggled timelines. But she persisted. Fast forward two years — Ananya is gearing up to start an EdTech platform which will teach History through interactive sessions, interesting animations, and gamified lessons. The introduction of NEP promises to be a revolutionary change in the educational landscape of India which aims to empower, to learn, to build and to be the Change.



Her story reminds us that skill enhancement and digital empowerment are not about abandoning one's roots, but about enriching them with modern pedagogical tools. It also makes us appreciate the value of education system that is not limiting rather it is liberating because it doesn't ask you to choose between passion and practicality, rather allows both to coexist. The NEP 2020 envisions a system where students are not straitjacketed into traditional streams but can fluidly move between disciplines, sharpen skills, and chase bright dreams. As teachers and educators, let us witness and create more such stories which become a beacon of inspiration and resilience.

The theme of Mehr Jyoti this year is in continuation of the previous year's issue - but it resonates more deeply this time as we have embraced and adopted NEP in letter and spirit. Our classrooms now echo with the hum of creativity, critical thinking, innovative content creation, curiosity and more.

However, it does not come without challenges and caveats. The road ahead has a few potholes and berms, but we continue putting in our best knowing well that with constructive criticism, roadblocks can be fixed.

This edition of the magazine is a reflection of that belief. Designed with care, crafted with collaborative spirit, and curated with vision — it brings together the eclectic spirit of our college. Here, digital meets traditional, fun walks hand-in-hand with academic rigor, and learning is not a destination, but an enjoyable and ever-going journey.

My sincere thanks to our officiating Principal, Ms. Neena Sharma, whose vision, dynamism, continuous support and exceptional alacrity have shaped the form, soul and structure of the current issue.

Gratitude to the entire Team of Mehr Jyoti — the spirited script editors, dedicated staff editors, and enthusiastic student editors and the Design Team — who have worked tirelessly to bring this edition to life!

Thank you to the Mohindra Publishing House for extending full cooperation during the publication process!

As the implementation of NEP is in its nascent stages and new paths will unfold in the coming years, let us brace ourselves for new paths. Many hiccups, themes, and issues of NEP have to be addressed in the coming years. Let's be ready — as educators, students, thinkers, and creators — to shape a system that is modern yet anchored in our knowledge system, ambitious yet grounded. Let us hold high the torch of knowledge, lighting the way for stories like Ananya's to multiply and inspire many more!

Dr. Sunaina Jain

Chief Editor - Mehr Jyoti



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In Silence We Grow, in Prayers We Unite: Traversing the Spiritual Path Together



Monthly Havan rituals, offered with devotion and gratitude, as we seek divine blessings for peace, prosperity, and collective well-being.



Upholding Vedic values, the college nurtures discipline, devotion, and inner harmony through monthly havans.

Fostering Inspiration, Initiating Incredible Journeys: The Freshers' Induction



Renowned actor Binu Dillon graced the Freshers' Induction ceremony with his vibrant presence, adding inspiration and energy to the welcome of the new members of our college community.



Kushagra Thakur captivated the crowd with his soulful singing and spirited performance.

Fostering Inspiration, Initiating Incredible Journeys: The Freshers' Induction



Graceful and spirited, the girls' performance warmly welcomed the new batch, setting the tone for a vibrant beginning.



The winners of Ms. Freshers shone with grace, confidence, and charm.

Learn to Lead: Cultivating the Leaders of Tomorrow



Glimpses from the two-day Leadership Programme on the theme “Learn to Lead”: Mrs. Gita Pai, Trustee, M.R. Pai Foundation, being felicitated for her invaluable contributions and steadfast support.



Swati Kapadia, CEO M.R. Pai Foundation, being felicitated during the two-day Leadership Programme in recognition of her inspiring presence and visionary leadership.

Learn to Lead: Cultivating the Leaders of Tomorrow



Mr. Rajiv Luv, Associate Faculty and Professional Trainer, Mr. Pai Foundation, Mumbai, being felicitated during the two-day Leadership Programme for his invaluable contribution and inspiring sessions.



Mr. Sachin Kamath, Associate Faculty and Professional Trainer, Mr. Pai Foundation, Mumbai, being felicitated during the two-day Leadership Programme for leading with vision and dynamic guidance.

Meraki: Unfolding the Eighth Edition of a Two-Day Celebration of Literature, Art and Culture



Principal, Senior Advisory Members, and Dean Cultural Affairs felicitated Ms. Kanwardeep Kaur, IPS, SSP Chandigarh



Our Title Sponsor, Mr. Anoop Garg from Mann's Chandigarh IAS Academy was felicitated by Principal, Senior Advisory Members, and Dean Cultural Affairs, Dr. Sukhpreet Bhatia.

Meraki: Unfolding the Eighth Edition of a Two-Day Celebration of Literature, Art and Culture



Renowned actor Jay Randhawa was felicitated by Principal, Senior Advisory Members, and Dean Cultural Affairs, Dr. Sukhpreet Bhatia



Renowned actress Mandy Takhar and actor Hardeep Grewal interacted with students, making Meraki even more memorable and vibrant.

Meraki:

Unfolding the Eighth Edition of a Two-Day Celebration of Literature, Art and Culture



Prabh Grewal, Chief Guest of the Fashion Show, graced the event with her presence and felicitated the participants.



The Principal and Senior Advisory Members felicitated Naveen Ratti, SDM Central

Meraki:

Unfolding the Eighth Edition of a Two-Day Celebration of Literature, Art and Culture



Singer Nikhil D'Souza set the stage alive with his soulful performance at Meraki College Fest.



College students came together at Meraki to celebrate talent, creativity, and camaraderie.

Celebrating Shubhkamna Diwas: Spreading Positivity and Blessings



On the birthday of Padma Shri Awardee Shri Punam Suri Ji, we celebrated Shubhkamna Diwas with a tree plantation drive organized by NSS, joined by Officiating Principal Ms. Suman Mahajan.



On the birthday of Padma Shri Awardee Shri Punam Suri Ji, we celebrated Shubhkamna Diwas with a vibrant painting competition.

Spiritual Sojourns: Journeys of the Soul



Marking the 135th birth anniversary of Justice Mehr Chand Mahajan in a soulful manner, the college organised a havan ceremony under the aegis of Character Building Committee (CBC) and IQAC of the college. The ceremony was graced by Mrs. Sneh Mahajan, daughter of Justice Mehr Chand Mahajan and former Principal of the college, as the Guest of Honour, who paid rich tribute to the illustrious legacy of Justice Mahajan.



Former Principal Sneh Mahajan paid a heartfelt tribute to her father, Justice Mehr Chand Mahajan.

Spiritual Sojourns: Journeys of the Soul



The celebrations marking the 200th birth anniversary of Swami Dayanand Saraswati Ji featured a series of engaging competitions that inspired enthusiasm and deepened reverence among the participants.



As part of the two-day celebration marking Swami Dayanand Saraswati's 200th birth anniversary, students presented a captivating play depicting key moments from Swamiji's life and philosophy, bringing his legacy to life on stage.

Spiritual Sojourns: Journeys of the Soul



A grand two-day celebration commemorated the 200th birth anniversary of Swami Dayanand Saraswati. The event featured soulful rituals and contests like Pushpanjali, Vyanjanjali, Kavyaanjali, Gyananjali, and Acharyaanjali, all highlighting Swamiji's life and philosophy.

Pulse of the Campus: Celebrating Causes that Count



Campus turned red for a reason as Anaemia Awareness Week brought a vibrant blend of knowledge and care, empowering students to take charge of their health through informative sessions and on-site blood tests.



Spot the Iron Deficiency Before It Spots You! Free anaemia test camp on campus—because a healthy body fuels a sharp mind.

Pulse of the Campus: Celebrating Causes that Count



The Health Committee of the college, in collaboration with Pro Sight Eye Hospital, Chandigarh, organised a free Eye Check-Up Camp in the college premises. The team members from Pro Sight Eye Hospital comprised the trained team of Dr. Sheetal Brar, Medical Director, MBBS, FC, FPRS (Ophthalmologist), Mr. Naveen Yadav, Mr. Amritpal Singh, Mr. Aditya Sharma, and other members.



The Department of Botany commemorated National Forest Martyrs Day by organizing a Plantation cum Plant Distribution Drive, honouring environmental heroes through action and green awareness.

Pulse of the Campus: Celebrating Causes that Count



On World Heart Day, Dr. Deepak Puri, Senior Director of Cardiovascular & Thoracic Surgery at Max Healthcare, inspired all to prioritize heart health and embrace a heart-healthy lifestyle.



Drenched in the hues of Happiness: Holi Fest

Pulse of the Campus: Celebrating Causes that Count



Honouring keepers of knowledge — the library committee celebrated National Librarians Day with gratitude and grace.



The Department of Home Science, under the aegis of IQAC, organised 4th edition of Hastkala- the 7-day skill based workshop on fabric ornamentation. Dr Rati Arora (expert in clothing and textiles), Assistant Professor, Department of Home Science, taught various basic and innovative techniques of tie and dye, block printing, khaddi printing, fabric painting, wet painting and liquid embroidery.

Thoughts that Spark and Dialogue: Sunie Sunaiye



Sunie Sunaiye series is a meaningful initiative by the Library Committee where the faculty members and students interact on a common platform, and engage in fruitful dialogue around books and ideas.



The staff members are sharing and savouring the rich tradition of stories.

Azadi Ka Utsav: Echoes of Freedom, Pride, and Patriotism



Lt. Anju Lata felicitating Principal Dr. Nisha Bhargava for her unwavering support on the occasion of Independence Day.



On the occasion of Independence Day, Lt. Anju Lata and her dedicated Navy Wing cadets were honoured for their exemplary service, discipline, and patriotic spirit.

Azadi Ka Utsav: Echoes of Freedom, Pride, and Patriotism



The college celebrated Independence Week with vibrant patriotism and spirited participation, honouring India's journey of freedom through cultural expressions, tributes, and collective pride.



Sh. Rubinderjit Singh Brar, PCS, Director Higher Education, graced the Tricolour Food Donation Drive, honouring the spirit of Independence through a meaningful gesture of compassion, unity, and service to the community.

Breathing in Balance, Bending towards Wellness: Celebrating International Yoga Day with Harmony and Grace



The 11th International Yoga Day, under the aegis of the Fit India Movement, was led by Ms. Amit Chahal, General Secretary of the Chandigarh Yoga Association, who guided the participants through the Common Yoga Protocol, demonstrating a series of foundational asanas and breathing techniques.



Ms. Amit Chahal demonstrated a series of foundational asanas and breathing techniques.

iTech Fiesta 2025: Where Code Meets Cyber Security



Aimed at promoting self-actualisation, exploration, and showcasing of their technical and extra-curricular skills while deliberating on various aspects of AI, the iTech Fest was graced by Dr. Anuj Sharma, Chairperson, Department of Computer Science and Applications, Panjab University, as the Chief Guest on the inaugural day.



Dr. Anuj Sharma lauded the organisers for providing the students with a launch pad for their innovative ideas relating to real life problems

iTech Fiesta 2025: Where Code Meets Cyber Security



Students exhibiting a balance of Intelligence with Integrity – The Ethics of AI



Along with bytes and codes – the notes and melodies define the vibe of iTech Fiesta

iTech Fiesta 2025: Where Innovation Meets Celebration



Rhythm, colours, and creativity – the cultural heartbeat of iTech Fiesta 2025



Glimpses of an Inter College Mathematics Fest: Mathemagica 2025



Dr. Dilbag Singh, UGC Assistant Professor, Department of Mathematics, PU, graced Mathemagica as the Chief Guest.



Students showcased their analytical skills by participating in the Mathematics Quiz at Mathemagica 2025.

Where Ideas converge with: Econoverse 2025!



The Department of Economics organised Econoverse- a national Economics Fest. The event was graced by Ms. Veenus Chaudhary, Senior Deputy Accountant General as Chief Guest, and Dr. Madhur M. Mahajan, Associate Professor of Economics at GGSDS College, Chandigarh as Special Guest.



Participants enjoyed diving into the world of Economics through competitions such as Quiz-e-Biz, Ecoexpress - an Extempore Contest, Wordoganza - a Caption Writing Contest, Economics Antakshari, Marketing ke Baazigar, and Meme-O-Nomics - an Economics related Meme Making Contest.

From Hypothesis to Highlights: Science Fiesta in Motion



The college celebrated National Science Day with enthusiasm, showcasing innovative projects, engaging activities, and inspiring talks that highlighted the importance of science and research.



Prof. Neelima R. Singh, Department of Zoology, Panjab University, Chandigarh, spoke on the Fundamentals of Zoo Keeping, sharing her expertise with the students.

Beyond Classroom: Training, Workshops, and Lectures



Dr. Rachna Singh delivered a lecture on her new book *Flaunting Convention: The Art, Philosophy & Biography of Raghu Rai*, reflecting her three-decade-long engagement with the legendary photographer's work.



Prof. Sachidanand Mohanty, National Fellow at the Indian Institute of Advanced Studies, UGC member, and Former Vice-Chancellor of Central University of Odisha, delivered a lecture on 'Research Culture in English [Literary] Studies: Key Requisites.'

Beyond Classroom: Training, Workshops, and Lectures



The Department of Home Science and Skill Development Committee, in collaboration with the Centre for Skill Development and Entrepreneurship, Panjab University, conducted a workshop on fabric adornment skills, equipping students with practical textile design techniques.



The enthusiastic students displayed an array of hand-crafted fabric designs and techniques.

Beyond Classroom: Training, Workshops, and Lectures



The Department of Fine Arts enhanced creative expression by organizing a two-day Skill Enhancement Workshop on Resin Art, empowering students with hands-on artistic skills.



The Department of Home Science organized "कारीगरी", a skill-based workshop on eco-friendly fabric bag making, encouraging sustainable creativity and hands-on learning.

Beyond Classroom: Training, Workshops, and Lectures



The Department of Home Science, under the aegis of MGNCRE, Ministry of Education, Government of India, organized a three-day skill-based workshop "कायाकल्प" – Upcycled Treasures, empowering students to transform waste into creative and sustainable artwork.



The Department of Mathematics organized a one-day workshop on the scientific writing software “LaTeX: Essentials and Practices”, equipping participants with essential skills for professional documentation and research writing.

Beyond Classroom: Training, Workshops, and Lectures



The Department of Punjabi hosted an interactive session with Sahitya Akademi Award recipient and MCM alumna, Dr. Pal Kaur, whereby she discussed her poetic works, and topics like feminism and patriarchy.



Celebrating the power and depth of contemporary Punjabi poetry, Dr. Pal Kaur inspired students and faculty members of the Department of Punjabi.

Beyond Classroom: Training, Workshops, and Lectures



The Personality Development Cell and Character Building Committee organised an interactive session titled “Mirror Within – A Quest for Self-Awareness” featuring renowned life coach and motivational speaker Ms. Preeti Swami, who guided students and faculty on the journey of inner reflection and self-discovery.



Prof. Archana Singh from the School of Communication Studies, Panjab University, served as the resource person for a creative writing workshop organised by the Department of Mass Communication, engaging participants with insightful sessions on the art of expression and storytelling.

Beyond Classroom: Training, Workshops, and Lectures



Sh. Ramveer Tanwar, a passionate environmentalist, TEDx speaker, and Founder of NGO Say Earth, spoke at an event organized by Sustainable Practices Cell and Suniye Sunaiye, and shared valuable insights on environmental conservation and sustainable living.



The Personality Development Cell of the college organised a session titled 'Just Hired: Mastering Resume and Interviews'. The session was conducted by Ms. Hanspreet Kaur, a renowned corporate trainer and distinguished alumna of the institution who provided valuable insights on resume writing, interview techniques, and effective communication.

Beyond Classroom: Training, Workshops, and Lectures



The Equal Opportunity Cell and Personality Development Cell organised an expert talk on Youth and Inclusivity by Dr. Gaurav Gaur, Chairperson, Centre for Social Work, Panjab University, Chandigarh.



Beyond Classroom: Dream Big, Start Small – A Workshop to Jumpstart Your Startup Journey



The Institution Innovation Council (IIC) of Mehr Chand Mahajan DAV College for Women, Chandigarh, in collaboration with the Start-up Cell and Postgraduate Department of Commerce, organised a 4-day workshop on 'Unlocking Market Potential: Tools for Start-up Success'.



The Resource person, Gursimran Singh Oberoi, Founder and MD, Institute of Professional Banking, gave in-depth knowledge to participants about navigating through various challenges in a start-up journey by applying analytical approach to solve problems at every step.

Beyond Classroom: Training, Workshops, and Lectures



Department of Philosophy hosted an enriching ICPR-sponsored lecture by Acharya Yoesel Nima, who illuminated Gautam Buddha's life, the essence of Buddhist ethics and the transformative power of meditation. The session concluded with a calming meditation practice, leaving the audience inspired and reflective.



Rajasthan Diwas: Colours, Culture, and Pride



Commemorating the vibrant spirit of Rajasthan Diwas with the Hon'ble Governor Sh. Banwari Lal Purohit at the Raj Bhavan, the group pic epitomized grace and discipline.



A majestic celebration of Rajasthan Diwas at the Governor House fused tradition and grandeur in a vibrant showcase of the state's rich heritage, culture, and pride.

Where Performance Meets Plaudits– Annual Prize Distribution 2024



The chief guest Prof. Yojana Rawat, Dean of University Instruction, Panjab University and Guest of Honour Ms. Satwinder Bitti, renowned Punjabi Artist, released the multidisciplinary research journal *New Horizons*.



Students in a jubilant mood as the college celebrated their achievements in academics, sports, and cultural activities.

Commencing Careers and Cultivating Commitments: Honouring Aspirations at the College Convocation



A moment of honor at the Convocation Ceremony as Hon'ble Governor Shri Gulab Chand Kataria is presented a token of regard by Former Justice Pritam Pal Singh, Vice President DAV CMC, Principal, and Standing Advisory.



Hon'ble Governor Shri Gulab Chand Kataria, Former Justice Pritam Pal Singh, Vice President DAV CMC, Principal and Registrar released the VADA Club Report.

Commencing Careers and Cultivating Commitments: Honouring Aspirations at the College Convocation



At the Convocation Ceremony, Hon'ble Governor Shri Gulab Chand Kataria felicitated the graduating students.



Hon'ble Governor Shri Gulab Chand Kataria inspired the students with his motivating address.

Honouring a Legacy: Shakuntala Roy Memorial Lecture



Professor Arun Kumar Grover, former Vice Chancellor of Panjab University and Professor Emeritus at Punjab Engineering College (PEC), Chandigarh, delivered the introductory address during the prestigious lecture.



The college organised the Founder Principal Shakuntala Roy Memorial Lecture, which was delivered by Lama Yeshe Rabgye, an academican and life coach from the UK.

Prepared to Protect: Mock Drill on Fire Fighting and Safety



The Disaster Management Committee, along with the NSS units and NCC wings of Mehr Chand Mahajan DAV College, conducted a mock drill on fire fighting and safety to promote awareness and preparedness.



Students were trained in the use of fire extinguishers during the mock drill, equipping them with essential skills for fire safety and emergency response.

Ballots & Beyond: Student Council takes Shape



The Principal, Student Council Committee, and newly elected Student Council members come together for a group photograph, symbolising a shared commitment to leadership, mentorship, and student empowerment.



Nancy Somani, Pranchal, Amrita Kaur Sandhu, and Aashriya Azta were elected as President, Vice-President, Secretary, and Joint Secretary respectively. The newly elected Student Council steps into leadership, committed to serving the student body with vision, responsibility, and dedication.

Voices in Verse: Celebrating Hindi Diwas



The College felicitated renowned poet Mr. Prem Vij as he opened the session with insightful reflections on the emotional depth and varied perspectives of poetry.



Dr. Vinod Sharma was felicitated at the event as he elaborated on the vast scope of poetry, guiding participants through its diverse forms and encouraging mindful idea generation through discernment.

Voices in Verse: Celebrating Hindi Diwas



The College felicitated Dr. Anish Garg as he described poetry as a canvas of imagination, emphasizing its power to express, awaken, and give voice to the voiceless, while highlighting the art and responsibility of poetic creation.



Poets and participants celebrated Hindi Diwas with powerful recitations, vibrant expressions, and a shared love for the richness of Hindi poetry during the Kavi Sammelan.

NSS

Empowering Youth, Enriching Communities



Prof. Parveen Goyal, NSS Programme Coordinator, Panjab University, graced the valedictory session of the NSS Day and Night Camp with his presence.



During the NSS Day and Night Camp, students learned essential self-defence techniques as part of the training sessions.

NSS

Empowering Youth, Enriching Communities



Panjab University awarded Dr. Minakshi Rana the Best NSS Programme Officer 2024 on NSS Day.



The State NSS Cell, Department of Higher Education, Chandigarh Administration honoured NSS Volunteers of the college – Ms. Gurpreet and Ms. Yojana – with the State NSS Awards 2023–24 for their outstanding contribution to community work.

"Born to Shine, Destined to Lead" National Girl Child Day Celebrations



The NCC and NSS units of the college, under the guidance of IQAC, in collaboration with Suvichar, organized a motivational session on Women Empowerment featuring speakers - former Army Chief Gen V.P. Malik and Ms. Neena Singh, former IAS officer Vivek Atray and motivational speaker Dr. Ranjana Malik.

"Born to Shine, Destined to Lead" National Girl Child Day Celebrations



Honourable Gen. V. P. Malik, PVSM, AVSM, Former Chief of Army Staff, being felicitated by Principal Suman Mahajan and Ms. Neena Sharma, IQAC Co-ordinator on the occasion of National Girl Child Day.



Hon'ble Gen. V. P. Malik, PVSM, AVSM (Former Army Chief), Mrs. Ranjana Malik, Motivational Speaker, Mr. Vivek Atray, Ex-IAS & TEDx Speaker, Mrs. Neena Singh, Former HDFC Executive, and Ms. Saguna Jain, Author & Suvichar Member, posed with the college's NCC Naval and Army units on National Girl Child Day.

Alumni Meet 2025

Saluting the Bravehearts of Operation Sandoor

शांति | सुरक्षा | सम्मान



A distinguished alumna shared her heartfelt experiences with the gathering.



"Every soldier lives by three sacred words-Naam, Namak, and Nishaan" - Capt. Ruchi Verma



Guided by AMDA's motto "To Care, To Share, To Sustain," Principal Ms. Neena Sharma and Dean, Alumni Committee Dr. Gurvinder Kaur paid a heartfelt tribute through their address, to India's true heroes- members of the Armed Forces and civil services, who embody courage, resilience, and unwavering dedication to the nation.

Alumni Meet 2025

Saluting the Bravehearts of Operation Sandoor
शांति | सुरक्षा | सम्मान



Mr Vishal Batra, National Business Head – Defence & Armed Forces Ecosystem, Govt & Institutional Banking, and Col S. P. S. Garcha (Retd.) paid tribute to the unmatched courage of our defence forces and the heroes of Operation Sindoor. Their legacy continues to inspire us every day.



A memorable Alumni Meet with Principal Ms Neena Sharma and the Alumni Committee coming together to celebrate our shared journey and enduring bonds.

Rendezvous and Reminiscences: Alumni assemble to cherish Camaraderie and celebrate Connections



Soul-stirring performances deepened the nationalistic spirit of the event.



From classrooms to careers, our stories come full circle as our Alumnae come together to meet, greet, and celebrate.

Farewell Festivities: Flourishing Friendships and Taking a Leap towards Future Frontiers



The MCM Queen Contest celebrated grace, confidence, and style, leaving students with cherished memories as they embarked on a new chapter of life.



The college bid a heartwarming farewell to the outgoing batch of 2024–25 with 'Aayam', the College Farewell, graced by Dr. Navjot Khosa, IAS.

Farewell and Fond Reminiscences: Celebrating Bonds beyond the Hostel Walls



The highlight of 'Udaan', the Hostel Farewell at Mehr Chand Mahajan DAV College for Women, Chandigarh, was the MCM Hostel Queen Contest, where confident and graceful young women walked the ramp in style.



'Udaan', the Hostel Farewell was graced by Dr. Khushpreet Kaur, DANICS, inspiring the outgoing hostelites of 2024-25 as they embarked on new journeys.

Towards a Greener Tomorrow: Highlights from Sustainability Utsav



Students participated enthusiastically in Sustainability Utsav, organised in collaboration with SEESAA, showcasing eco-friendly innovations, creative recycling ideas, and a shared commitment to building a greener future.



Ms Anu Dogra Viridi, an alumna of the college, reads poignant excerpts from *Two Panjabs*—an autobiographical compilation of Brig. Sahib Singh Viridi from the Indian Army's Corps of Engineers.

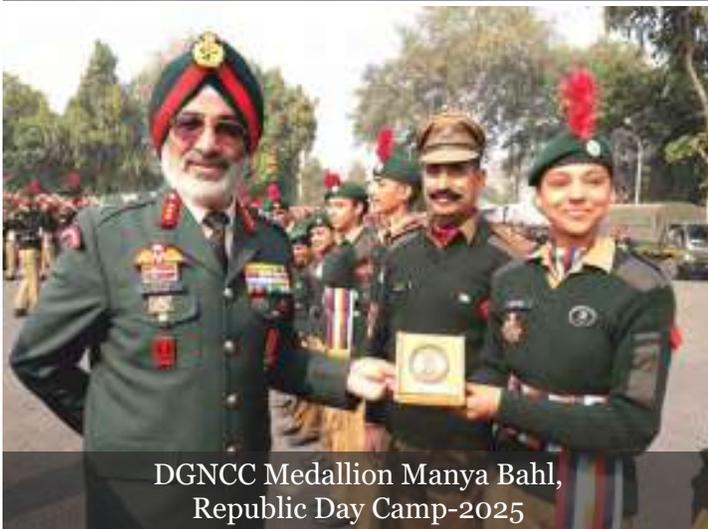
Courage, Commitment and Confidence: The Inspiring Journeys of NCC (Army)



Kavach, Defence Fest at
Panjab University, Chandigarh



LCPL Aarushi won silver medal in Judging
Distance at All India Thal Sainik Camp



DGNCC Medallion Manya Bahl,
Republic Day Camp-2025



NCC Achievers 2024-25 got honoured at
NCC Chandigarh Group



Diksha Rana participated in Special National
Integration Camp, Port Blair



Cadets won Best Contingent Award-2025 in
Republic Day Parade, Chandigarh being the part of
1 Chd Girls Bn

Courage, Commitment and Confidence: The Inspiring Journeys of NCC (Army)



B Certificate distinction



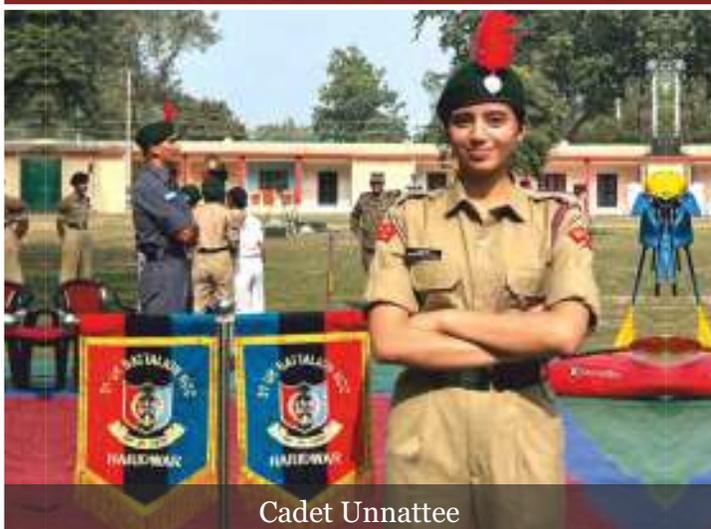
UO Suhani participated in Special National Integration Camp-2024, Gujarat



DISTINCTION IN 'B' CERTIFICATE
EXAMINATION 2025

UO HARJOT KAUR

UO ANANYA SEHGAL



Cadet Unnattee



Senior under officer (suo) Rabya Siag, the first cadet from the 1 Chandigarh Girls Battalion, made a historic international presence by participating in the Youth Exchange Program 2024 in Mauritius.

Rooted in Discipline, Defined by Courage: NCC (Navy)



Chandigarh, India
Mahar Chand Mahajan college for women sector 38, Chandigarh,
Lat 30.727164°
Long 76.753042°
10/10/24 11:28 AM GMT +05:30



Google

Chandigarh, ਚੰਡੀਗੜ੍ਹ, India
PRINCIPAL & EXAMINATION OFFICE, MCM DAV COLLAGE FOR GIRLS, MCM DAV
College Rd, 38A, Sector 38, Chandigarh, ਚੰਡੀਗੜ੍ਹ 160038, India
Lat 30.733948°
Long 76.756402°
10/10/24 11:25 AM GMT +05:30

Rooted in Discipline, Defined by Courage: NCC (Navy)



Leading Cadet Roshni won gold medal in Indian Naval Academy in Boat pulling and Rigging



Divyanshi won gold medal in INA in boat pulling

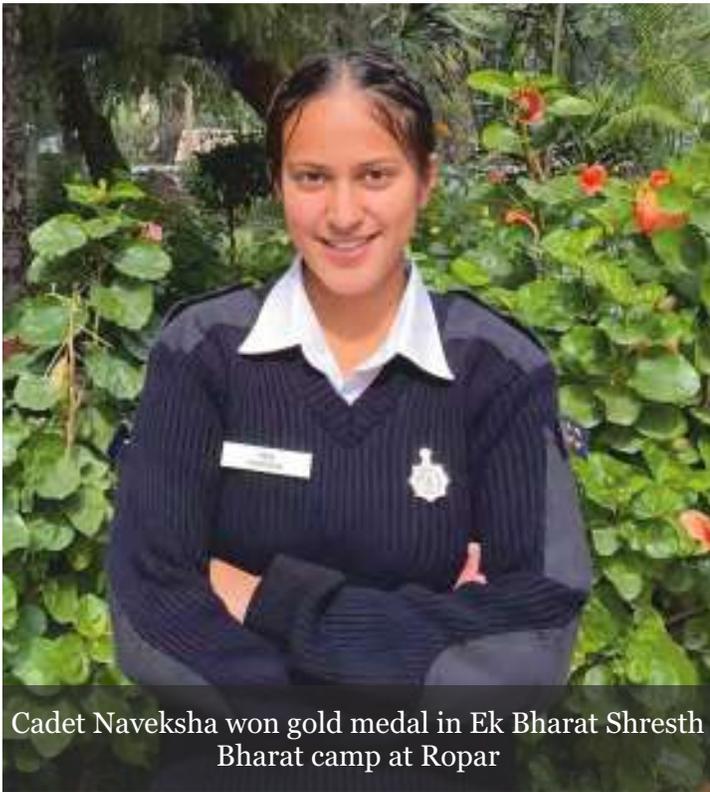


Cadet Vaani won silver medal in boxing championship in Inter College Competition



Cadet Shweta participated EBSB in Ek Bharat Shreshtha Bharat, Ropar

Rooted in Discipline, Defined by Courage: NCC (Navy)



Cadet Naveksha won gold medal in Ek Bharat Shresth Bharat camp at Ropar



Cadet Diksha participated in shooting competition and won silver medal in pistol shooting and bronze medal in rifle shooting



Cadet Captain Sushmi Yankom represented Chd Naval Unit from Punjab Directorate in Indian Naval Academy and Contingent one in boat pulling and Rigging.

Our International Sports Stars



Breaking Barriers: Raiza Dhillon at Paris Olympics 2024



Marking a historic milestone in Indian sports, Raiza Dhillon became the first Indian woman to represent the country in the Skeet Shooting Championship at the Paris Olympic Games 2024. Her participation not only showcases exceptional skill and determination but also paves the way for future generations of women shooters in India, inspiring countless young athletes to dream big and aim higher.

Our Shining Sports Stars



Mahit Sandhu shines on the global stage with a stunning haul of 4 Gold Medals at the World Deaf Shooting Championship held at Hanover, Germany — a true mark of excellence and precision!



Purvasha brings pride to the nation with a Bronze Medal at the Fencing Cadet Commonwealth Games held in New Zealand— a remarkable feat on the international stage!



Ishroop bags a Bronze Medal at the Asian Judo Championship in the Republic of Korea and earns a coveted spot in the Indian Judo Team— a rising star on the international horizon!

Golden Moments in Sports PU Inter-college Championships



Raiza Dhillon clinches Individual Gold at the All India Skeet Shooting Championship, showcasing precision, focus, and excellence.



Kalpana strikes Gold in Pencak Silat at the Senior National Competition, displaying strength, skill, and determination.



Sumit Kaur lifts her way to Bronze in Weightlifting at the North Zone All India Inter University Competition, showcasing grit and power.



Mehak Singh strikes Gold twice at the National Judo League and adds another Gold to her tally at the North-East Judo Championship — a powerhouse of strength and skill!

Golden Moments in Sports PU Inter-college Championships



Our college Hockey team won the Runner-up trophy in the Panjab University Inter-College Championship, striking a proud moment of skill and agility.



Pencak Silat team emerged as Champions in the Panjab University Inter College Championship, showcasing grace in motion, strength in unity.

Golden Moments in Sports PU Inter-college Championships



Our cricket team emerged victorious, clinching the Championship title in the Panjab University Inter College Tournament with skill, teamwork, and determination.



Our college proudly clinched the Runner-Up Trophy in Panjab University's General Efficiency Shield, reflecting all-round excellence and dedication.

Golden Moments in Sports PU Inter-college Championships



Our Boxing team emerged as Champions in the Panjab University Inter College Championship, punching their way to glory with strength and spirit.



Our Artistic Gymnastics team emerged as Champions in the Panjab University Inter College Championship, showcasing grace, strength, and flawless coordination.

Golden Moments in Sports PU Inter-college Championships



Our Judo team emerged as Champions in the Panjab University Inter College Championship, showcasing strength, strategy, and unstoppable spirit.



Purvasha clinches Gold in the Team Fencing event at the All India Inter University Competition held in Jammu and strikes Bronze at the Senior National Championship— a true champion on and off the piste!

Glorious Gems

Our students bring laurels to the college as they stay committed to academic excellence and achieve success with their hard work and commitment.



SHOBHNA KALRA
(MA-2 Sociology)

Participated in the Viksit Bharat Young Leaders Dialogue 2025 held at the Bharat Mandapam on the occasion of National Youth Day as a representative from the state of Punjab



PARISHTI THAKUR

Received the Best Camper Award at the Youth Leadership Camp 2025, organised by the Youth Welfare Department of PU, Chandigarh and represented Himachal Pradesh at the National Youth Parliament in April 2025



Ekum

Honoured as the Vice Chairperson of UNGA at UIET MUN and felicitated as a TED Talk speaker and Chairperson of UNCWSW at The Vivekian Summit



HIMANSHI BANSAL

(B. Sc. Microbial Food and Technology, Batch 2016-19)
Selected for 'DAAD Scholarship' under Research Grants Bi-nationally supervised Doctoral Degrees/Colutelle, 2024-25, Germany



SAMRIDHI

(MA English, Batch 2023-2025)
UGC NET cleared for PhD in Dec 2024



AANCHAL RAJPUT

(MA English, Batch 2021-2023)
UGC NET cleared for PhD in June 2024 and cleared for eligibility for Asst. Prof. in Dec 2024



AAKRITI THAKUR

(MA English, Batch 2022-24)
UGC NET cleared in Dec 2024



SHEENA

(MA English, Batch 2022-24)
Cleared UGC NET in Dec 2024



SHRIDHARA

(MA English, Batch 2022-24)
Cleared UGC NET (JRF qualified) in Dec 2024

Glorious Gems



PALLAVI SRIVASTAVA
(MA English, Batch 2023-2025)
UGC NET cleared in Dec 2024



NAVYA GULATI
(MA Psychology, Batch 2022-24)
UGC NET cleared for PhD in June 2024



ANUBHA SHARMA
(MA Psychology, Batch 2023-25)
UGC NET cleared for PhD in Dec 2024



SHRISHTY
(MA Sociology, Batch 2022)
UGC NET cleared in June 2024



MONIKA
(MA Sociology, Batch 2022)
UGC NET cleared in June 2024



AKANSHA SINGH
(MA Sociology, Batch 2022)
UGC NET cleared in Dec 2024



MANSI
(MA Sociology, Batch 2022)
UGC NET cleared in June 2024



SAMREEN KAUR
(MA Sociology, Batch 2025)
UGC NET cleared in Dec 2024



SUSHMITA
(MA Sociology, Batch 2025)
UGC NET cleared in Dec 2024

Glorious Gems



IRINA KAUR
(MA II Psychology, Batch 2025)
UGC NET cleared for PhD in
June 2025



CHHAVI LUTHRA
(MA I Psychology, Batch 2025)
UGC NET cleared in June 2025



ISHA CHOPRA
(MA English, Batch 2025)
UGC NET cleared in June 2025



VINUS THAKUR
(Batch B.A. History Honours 2020-23)
UGC NET (History) cleared in Dec 2024



TANYA GOEL
(MA Psychology, Batch 2022-24)
UGC NET cleared in Dec 2024



AANCHAL VERMA
(M.A. Psychology, Batch 2023-25)
UGC NET cleared for PhD in June 2025



HARNOOR KAUR
(B.A. Psychology, Batch 2022-25)
Cleared GATE XH in March, 2025
Cleared CUET PG in June, 2025



NIKITA VERMA
(M.A. Psychology, Batch 2024-25)
UGC NET cleared for PhD in June 2025



MONA SOUGAIJAM
(B.A. Psychology, Batch 2022-25)
GATE exam cleared in 2025

Glorious Gems



OJASWITA GODARA
(B.A. Psychology Honors, Batch 2022-25)
GATE exam cleared in Feb 2025



SHALINI
(M.Sc. Mathematics, Batch 2020-22)
PhD Admission in IIT Jammu 2024-25



ARSHA
(M.Sc. Mathematics, Batch 2020-24)
GATE exam cleared in 2025
UGC JRF Dec 2024



ARSHDEEP KAUR
(B.Sc. Non-Medical, Batch 2018-21)
Achievement: Joined IAF as a
commissioned officer in Dec 2024



TANYA
(B.MSc Mathematics, Batch 2021-23)
Achievement: Phd Admission in TIET Patiala in
2024-25



MAMTA
(M.Sc. Mathematics, Batch 2021-23)
Examination Cleared: CSIR NET in June
2024



ISHIKA SAINI
MA Economics
NET cleared for Admission to PhD
In December 2024



RIA TALWAR
B.Sc. Non Medical Batch 2020-23
M.Sc. Mathematics Batch 2023-25
Examination Cleared: CSIR NET June
2024 (For PhD admission)



IPSITAA SAINI
MA Economics
UGC NET cleared for Assistant
Professor & Admission to PhD
In December 2024



KHWAHISH SINGAL
MA Economics
NET cleared for Assistant Professor &
Admission to PhD
In June 2024

UNITED FOR EXCELLENCE :

Collaborating with Mai Bhago Armed Forces Institute for Girls
(An initiative of Govt. of Punjab)

Our Commissioned Officers in the year 2024



Flying officer Arshdeep Kaur



Flying officer Nivedita Saini



Flying officer Haroop Kaur



Lieutenant Palvi

Academic Achievers

Panjab University Examination

Our results bear testimony to the commitment and consistency of our students as they excel in academics. Toppers from our college in the Panjab University examination for the academic session 2023-24 are as follows:

TOPPERS LIST (DECEMBER 2023)				TOPPERS LIST (MAY 2024)			
SERIAL NO.	NAME	CLASS	RANK	SERIAL NO.	NAME	CLASS	RANK
1	RIDDHI PARASHAR	BSC MFT-5th Sem	1	1	MUSKAN MEHRA	BSC MFT-6th Sem	1
2	KUNJAN SODHI	BSC MFT-3rd Sem	1	2	PAHULREET KAUR	BSC MFT-2nd Sem	1
3	RIDDHI SAHORE	BSC MFT-1st Sem	1	3	KUNJAN SODHI	BSC MFT-4th Sem	1
4	JASHANPREET KAUR	MSC Chem-3rd Sem	1	4	MANNAT BRAR	MA ECO-4th Sem	1
5	SUSMITA THAKUR	MA SOC-1st Sem	1	5	RIDDHI PARASHAR	BSC MFT-6th Sem	2
6	IRINA KAUR	MA PSY-1st Sem	1	6	KHUSHI SINGLA	BSC MFT-2nd Sem	2
7	MUSKAN MEHRA	BSC MFT-5th Sem	2	7	KIRANDEEP	BSC MFT-4th Sem	2
8	RAYNA NAYYAR	BCA-1st Sem	2	8	PALLAVI SRIVASTAVA	MA ENG-2nd Sem	2
9	SHEETAL	BSC MFT-3rd Sem	2	9	GUNJAN PATTAR	MA ECO-2nd Sem	2
10	KIRANDEEP	BSC MFT-3rd Sem	2	10	SIMRAN	BSC MFT-6th Sem	3
11	YASHIKA	BSC MFT-1st Sem	2	11	NAMAN	BA-4th Sem	3
12	DHAVNIKA	MA HINDI-3rd Sem	2	12	PAAVANI BANSAL	BSC MFT-2nd Sem	3
13	KHWAHISH SINGAL	MA ECO-1st Sem	2	13	VAISHALI AGARWAL	BSC MFT-4th Sem	3
14	PRIYA SAINI	MSC Chem-3rd Sem	2	14	VAISHNAVI	M.Sc Maths-2nd Sem	3
15	MANNAT BRAR	MA Eco-3rd Sem	2	15	DHAVNIKA	MA Hindi-4th Sem	3
16	PALLAVI SRIVASTAVA	MA ENG-1st Sem	2	16	AMBIKA KUMARI	PGDCA-2nd Sem	3
17	BHARTI BHARDWAJ	BSC MFT-5th Sem	3	17	ISHAA CHOPRA	MA ENG-4th Sem	3
18	RIDHIMA	BCOM-3rd Sem	3	18	NAVITA GUPTA	BSC MFT-6th Sem	4
19	AMISHA	BSC MFT-3rd Sem	3	19	YASHIKA	BSC MFT-2nd Sem	4
20	ADITI THAKUR	BSC MFT-3rd Sem	3	20	PRANJAL SOOD	BSC MFT-4th Sem	4
21	KHUSHI SINGLA	BSC MFT-1st Sem	3	21	LAVISHA MOHAL	BA-2nd Sem	4
22	VANSHIKA	PGDCA-1st Sem	3	22	TANISHA SOOD	M.Sc Maths-2nd Sem	4
23	RIA TALWAR	MSC Maths-1st Sem	3	23	AMRTESHWAR KAUR	MA PSY-4th Sem	4
24	ANANAYA TANGRI	MSC Chem-3rd Sem	3	24	DIKSHA DHIMAN	PGDMC-2nd Sem	4
25	TANYA GOEL	MA PSY-3rd Sem	3	25	ANUBHA SHARMA	MA PSY-2nd Sem	4
26	MANSI	PGDMC-1st Sem	3	26	NAUMIKA KHANNA	MA PSY-2nd Sem	4
27	JASMINE KAUR	BSC MFT-5th Sem	4	27	YASHIKA	BSC MFT-6th Sem	5
28	PRANJAL SOOD	BSC MFT-3rd Sem	4	28	RIDDHI SAHORE	BSC MFT-2nd Sem	5
29	ARSHDEEP KAUR	BSC MFT-1st Sem	4	29	ANVIKSHA BHARDWAJ	BSC MFT-2nd Sem	5
30	LOVELEEN KAUR	BA-5th Sem	4	30	DILSHOBIT KAUR	BSC MFT-4th Sem	5
31	AMBIKA KUMARI	PGDCA-1st Sem	4	31	VANSHIKA	PGDCA-2nd Sem	5
32	SHIFALI SHARMA	MA SOC-1st Sem	4	32	SUSMITA THAKUR	MA SOC-2nd Sem	5
33	NAVITA GUPTA	BSC MFT-5th Sem	5	33	AYUSHI	MA PSY-2nd Sem	5
34	HARSHPREET KAUR	BA-3rd Sem	5				
35	SAMAGRIKA RAWAT	BSC MFT-3rd Sem	5				
36	VAISHALI AGARWAL	BSC MFT-3rd Sem	5				
37	PRAGATI SHARMA	BSC MFT-1st Sem	5				
38	IPSITAA SAINI	MA ECO-1st Sem	5				
39	AYUSHI	MA PSY-1st Sem	5				

TOPPERS LIST (MAY 2024)				
SERIAL NO.	NAME	SUBJECT	CLASS	RANK
1	JAHNVI SAYAL	ENG	BA-6th Sem	1
2	BENAZIRSANA YUMKHAIBAM	HIS	BA-6th Sem	1
3	PAWANI DIXIT	POL	BA-6th Sem	1
4	IRA GARG	PUB	BA-6th Sem	1
5	NITIKA	SOC	BA-6th Sem	1
6	HARSHITA PRASHAR	ECO	BA-6th Sem	2
7	KSHITIJA RANA	POL	BA-6th Sem	2
8	PRASIDHI MUDGIL	SOC	BA-6th Sem	2
9	PAL KAUR KHARAL	ECO	BA-6th Sem	3
10	ANANYA MEHTA	ENG	BA-6th Sem	3
11	GURLEEN KAUR	POL	BA-6th Sem	3
12	AASHIMA ARORA	SOC	BA-6th Sem	3
13	JASLEEN KAUR	BCH608	BCOM-6th Sem	4
14	PREITY CHHOKRA	ECO	BA-6th Sem	4
15	PRERNA	ENG	BA-6th Sem	4
16	KIRATJEET KAUR	POL	BA-6th Sem	4
17	CHHAVI LUTHRA	PSY	BA-6th Sem	4
18	SONY	PUB	BA-6th Sem	4
19	PALAK NARANG	POL	BA-6th Sem	5
20	MANJOT KAUR	PUB	BA-6th Sem	5
21	SHIVANI	SOC	BA-6th Sem	5

Our Stars in the Inter-Zonal Youth Festival

The Inter-University competition was held at Punjab Agricultural University, Ludhiana, from November 29 to December 2, 2024, and Priyanka secured the second position in Peerhi making.

SERIAL NO.	NAME IN BLOCK LETTER	ITEM	POSITION
1	PRIYANKA	PEERHI MAKING	2nd

The Panjab University Inter Zonal Youth & Heritage Festival 2024 was held at DAV Hoshiarpur from November 11-14, 2024 and our students secured six positions in various competitions.

SERIAL NO.	NAME	EVENT	POSITION
1	KANISHKA JASROTIA	DEBATE	2nd
2	KARIKA THAKUR	ELOCUTION	1st
3	PRIYANKA	PEERHI MAKING	1st
4	KHUSHMEET KAUR	ENNU MAKING	3rd
5	GAGANJOT KAUR	BAGH EMBROIDERY	2nd
6	SIMARPREET KAUR	CROCHET	2nd



2nd in Zonal & Interzonal Youth Festival



1st prize in Inter Zonal, Zonal & second in Inter-University Youth Festival



Second in Zonal & Interzonal Youth Festival



Rangoli 2024: A vibrant display of colour, creativity, and cultural pride.

Our Stars in the Inter-Zonal Youth Festival



The Principal, teachers and mentors felicitating Priyanka for standing second in Peerhi Making in Inter University Competition held at Punjab Agricultural University, Ludhiana, from November 29 to December 2, 2024



Students performing in the Youth Festival

Our Stars in the Inter-Zonal Youth Festival



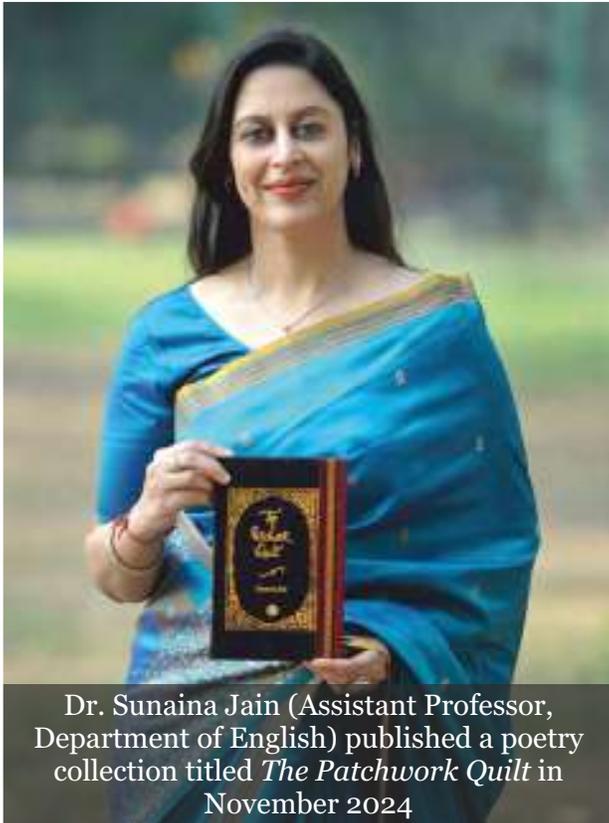
Students receiving prizes for various events along with their mentor teachers

Our Stars in the Youth Festival

Panjab University Zonal Youth & Heritage Festival 2024-25 (Zone 1, Chandigarh) was hosted by Panjab University, Chandigarh from October 21-25, 2024. Our students participated in various events and brought accolades to the college by securing 35 positions.

Sr. No.	Name	Event	Position
1	AARYANSHI ACHARYA	GEET	1st
2	ELIZABETH ALFRED	PERCUSSION (MUSIC INSTRUMENTAL)	3rd
3	AKSHITA KAURA	INDIAN ORCHESTRA	3rd
4	APARNA NEGI	INDIAN ORCHESTRA	3rd
5	ELIZABETH ALFRED	INDIAN ORCHESTRA	3rd
6	RAMANDEEP KAUR	INDIAN ORCHESTRA	3rd
7	JAPLEEN KAUR	INDIAN ORCHESTRA	3rd
8	SANSKRITI SHARMA	INDIAN ORCHESTRA	3rd
9	SIMRAN PARCHA	INDIAN ORCHESTRA	3rd
10	VANSHIKA THAKUR	INDIAN ORCHESTRA	3rd
11	KHUSHI JAIN	GENERAL DANCE	1st individual & 3rd
12	MANYA BAHL	GENERAL DANCE	3rd
13	ANURADHA THAKUR	GENERAL DANCE	3rd
14	GAURIKA BAKSHI	GENERAL DANCE	3rd
15	NIHARIKA	GENERAL DANCE	3rd
16	MUSKAN	GENERAL DANCE	3rd
17	PRIYA BHATT	GENERAL DANCE	3rd
18	SRISHTI CHAUHAN	GENERAL DANCE	3rd
19	VIDUSHI	GENERAL DANCE	3rd
20	KANISHKA JASROTIA	DEBATE	1st
21	KARIKA THAKUR	ELOCUTION	1st
22	EKUM	QUIZ(GENERAL)	2nd
23	ANJALI PRABJOT KAUR SAINI	QUIZ(GENERAL)	2nd
24	NAVKIRAN CHOUHAN	QUIZ(GENERAL)	2nd
25	RADHIKA ARORA	CREATIVE WRITING (POETRY)	2nd
26	JAYA PRABHA	CREATIVE WRITING(SHORT STORY)	1st
27	ANVEE THAKUR	CREATIVE WRITING (ESSAY)	3rd
28	ARSHDEEP KAUR	COLLAGE MAKING	3rd
29	MIMANSA	STILL LIFE	1st
30	GAGANJOT KAUR	PRANDA MAKING	1st
31	PRIYANKA	PEERHI MAKING	1st
32	KHUSHMEET KAUR	ENNU MAKING	2nd
33	PREET	EMBROIDERY (PHULKARI)	3rd
34	GAGANJOT KAUR	BAGH EMBROIDERY	2nd
35	SIMARPREET KAUR	CROCHET	2nd

Celebrating Faculty Excellence / Distinguished Faculty Milestones



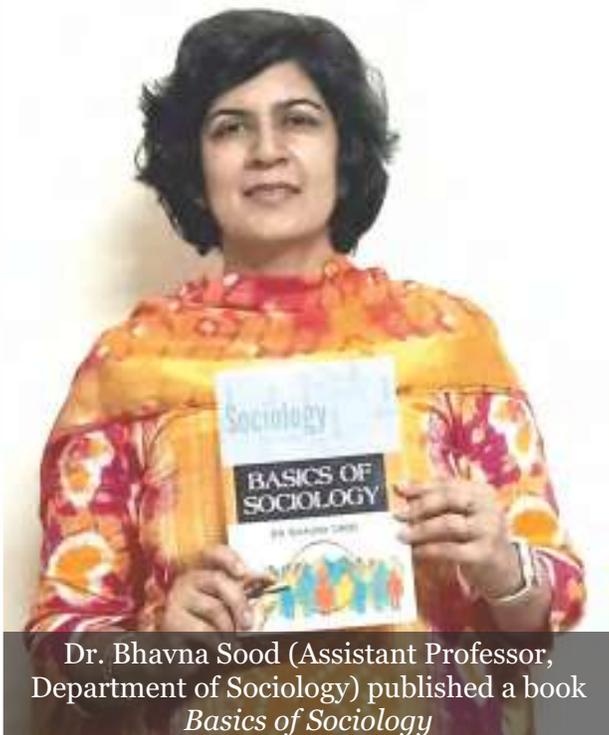
Dr. Sunaina Jain (Assistant Professor, Department of English) published a poetry collection titled *The Patchwork Quilt* in November 2024



Ms Richa (Assistant Professor, Department of Political Science) was awarded a certificate of appreciation from UT Administration for her dedicated contribution in organising SWEEP activities.



Lieutenant Dr. Anju Lata received DG NCC Award from the Ministry of Defence.



Dr. Bhavna Sood (Assistant Professor, Department of Sociology) published a book *Basics of Sociology*



Dr Ramandeep Kaur awarded by Chandigarh Municipal Corporation for societal work by former Mayor Mr Anoop Gupta and Anandita Mitra IAS

Superannuation Honouring a Legacy of Dedication and Wisdom

*As you close this chapter and turn the page to a new one,
your legacy continues to echo in our hearts and minds...*



Dr. Nisha Bhargava
Joined in 2015
Superannuated as Principal in
October, 2024



Ms. Suman Mahajan
Joined in August, 1991
Superannuated as Officiating Principal in
March, 2025



Dr. Vibha Sharma
Joined in 1991
Superannuated as Head of the Department Public Administration in April, 2024

Bridging the Gap: Foundations for Future Learning

**Mehr Chand Mahajan
DAV College for Women**
Sector 36-A, Chandigarh (U.T.)

Post Graduate Department of Psychology
is organizing
4-Day Online BRIDGE COURSE
on
**HOLISTIC HEALTH
AND WELLNESS**

Dates:
3 June 2024 to 6 June 2024
Timings:
12:00 Noon to 1:00 PM

Dr. Anubhuti Sharma
Resource Person & Programme Coordinator

The objective of the bridge course is to raise awareness on the various aspects of our life that require utmost attention and highlight the ways via which we can manage our life better. The modules of the bridge course include:
• Stress management and Time Management • Tech Addiction • Alternative healing practices • Need for change through self-awareness - Yoga, Meditation & Pranayama

Open for Students, Teachers, Parents, Working Professionals, Homemakers and Sr. Citizens. Prior Registration is mandatory. Joining link will be sent to registered participants. Registration Charge: - Rs 500 (five hundred only).

Payment Details: •Name of the Account: Priyanka, MCH DAV College for Women, Chandigarh. •Bank: State Bank of India. •A/C No. 307707038 •IFSC Code: SBIN0003030
•After payment, please attach the screenshot of the transaction in the Registration Form • **DEADLINE** to register on or before 2 June 2024.

e-certificates will be awarded after successful completion of course.

Mr. Ashish Mutgal Activity Incharge (Creative) | **Dr. Nishita Sharma** Co-convenor & Head PG Dept. of Psychology | **Dr. Nisha Bhargava** Convener & Principal

Mehr Chand Mahajan DAV College for Women,
Sector 36-A, Chandigarh

DEPARTMENT OF PUBLIC AND POLICE ADMINISTRATION
organizes
4 Day Online BRIDGE COURSE on
PUBLIC ADMINISTRATION AND POLICE ADMINISTRATION

Join to understand how these subjects offer a Galaxy of Opportunities especially in context of New Education Policy (NEP) 2020

For Classes 11th, 12th and BA First Year Student (All Streams)

Objectives : To make the students aware of the *relevance* of Public Administration and Police Administration for -
• Competitive exams (UPSC, SPSC, MBA , Public Sector Companies LAW, UGC-NET),
• Journalism
• Organisational Skills,
• Being a Global Citizen, and more

Dates : June 3 to June 4, 2024
Timings : 4 pm to 5:30 pm
Resource Persons : Dr. Jyoti Arora, Assistant Professor
Ms. Chetanjani Kaur, Assistant Professor

**Mehr Chand Mahajan
DAV College for Women**
Sector 36-A, Chandigarh (U.T.)

Presenting you to
DECODE THE ESSENTIALS OF RESEARCH
5-Day Online BRIDGE COURSE on
Basics of Research in Social Sciences

Dates: 5 June 2024 to 11 June 2024
Timings: 10:00 AM to 11:50 AM

Programme Schedule

Day 01 5 June 2024 Identifying topics for Research Paper Writing Review of Related Literature	Day 02 6 June 2024 Essentials of Methodology (Hypothesis, Sampling, Collection of Data)	Day 03 7 June 2024 Understanding Population and Para Phrasing Citation and Referencing Style using Software	Day 04 8 June 2024 Coding of Data Application of Various Statistical Tests Writing results	Day 05 11 June 2024 Developing final Manuscript and submitting to suitable journal
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Registration Fee: Rs 1000 (one thousand) & No Sharing

Prior Registration is mandatory. Joining Link will be shared with registered participants only. Registration Charge: Rs 100 (Five hundred only).

Payment Details: •Name of the Account: Principal, MCH DAV College for Women, Chandigarh. •Bank: State Bank of India. •A/C No. 307707038 •IFSC Code: SBIN0003030 •After payment, please attach the screenshot of the transaction in the Registration Form • **DEADLINE** to register on or before 4 June 2024.

e-certificates will be awarded after successful completion of the course.

Mr. Ashish Mutgal Activity Incharge (Creative) | **Dr. Nishita Sharma** Co-convenor | **Dr. Nisha Bhargava** Convener & Principal

For any query please contact: 9815012011

**Mehr Chand Mahajan
DAV College for Women**
Sector 36-A, Chandigarh (U.T.)

Department of Home Science
under the aegis of
Internal Quality Assurance Cell (IQAC)
organizes
4th Edition of Skill-based 7-Day Training Programme

इस्तकल *Skills in*
FABRIC ORNAMENTATION

Dates: 5-11 June 2024 **Timings:** 10:00 am to 12:30 pm **Venue:** Clothing & Textile Lab

Resource Person: Dr. Rishi Arora, Clothing & Textiles Expert

DAY WISE PLANNER OF ACTIVITIES:
Day 1- Introduction and demonstration of techniques of Tie & Dye.
Day 2- Creation of various articles with Tie and Dye (Kaparra Scarf, Saree, Shirt etc.)
Day 3- Demonstration of Block Printing with different colours and preparation of articles.
Day 4- Demonstration of Marbled Book Binding.
Day 5- Fabric painting with traditional designs on Cotton, silk, Denim etc.
Day 6- Free hand Fabric Painting on Cotton, Denim etc.
Day 7- Fabric ornamentation with liquid embroidery and Exhibition of final articles.

The Training Programme is open for all age groups.
Prior Registration is mandatory.
Registration Charge: - Rs 200 (for 7-day programme) & Rs 300 (for 3-day flexible to attend).

Payment Details: •Name of the Account: Principal, MCH DAV College for Women, Chandigarh. •Bank: State Bank of India. •A/C No. 307707038 •IFSC Code: SBIN0003030 •After payment, please attach the screenshot of the transaction in the Registration Form • **DEADLINE** to register on or before 1 June 2024.

Certificates will be awarded after the successful completion of the programme. The best created articles will be awarded with Special Prizes.

Mr. Ashish Mutgal Activity Incharge (Creative) | **Dr. Rishi Arora** Convener | **Ms. Nishita Sharma** Co-convenor & Principal | **Dr. Nisha Bhargava** Convener & Principal

For any queries, please contact: 9815012011

Designed to reinforce core concepts and skills, the bridge courses empower students to begin the academic year with confidence and clarity.

Bridging the Gap: Foundations for Future Learning

Mehr Chand Mahajan
DAV College for Women
Sector 56-A, Chandigarh (U.T.)




Department of Political Science
is organizing
6-Day Online BRIDGE COURSE
on



**INTRODUCTION TO THE
INDIAN CONSTITUTION**
For Students of Class 10, Undergraduate Students & Civil Services Aspirants

Dates: 3 June 2024 to 8 June 2024 | Timings: 10:00 AM to 12:30 PM
Resource Persons: Ms Chitra Thakur, Dr Hardeep Kaur & Dr Ashvika Gupta

Mr Ashish Mudgal | Ms Richa | Dr Ritu Khosla | Dr Nisha Bhargava
Activity Incharge (Creative) | Coordinator | Co-coordinator & Head | Convener & Principal

Mehr Chand Mahajan
DAV College for Women
Sector 56-A, Chandigarh (U.T.)




Post Graduate Department of Mathematics
is organizing
10 Days Online BRIDGE COURSE
on



MATHS MAGIC
Where Imagination Meets Calculations

Dates: 3 June 2024 to 14 June 2024
Timings: 10:00 AM to 12:00 Noon

Resource Person
Dr Chitra (Vedic Mathematics Expert)

Introduction: Many students face difficulty in cracking competitive exams due to the lack of proper guidance and inadequate preparation. This course studies the study of basic mathematics and Vedic mathematics and applying them to practical problems which will help both math and non-math background students to strengthen their mathematical knowledge.

Target Audience: This course is open to all, shy stream and any class.

Objective: The main objective of the proposed bridge course is to provide a platform to aspirants to improve their mathematical skills and knowledge which will help them in competitive exams and clear their basic concepts of mathematics. This will also help non-maths students to have a basic understanding of the mathematical concepts. By taking this course, they will have the opportunity to deepen their understanding of the basic, intermediate and Vedic mathematics. Vedic mathematics provides techniques and methods that are often simpler, faster, and more efficient than conventional methods taught in Indian mathematics. These techniques enhance or mental calculations and problem-solving making mathematics more accessible and enjoyable.

Mehr Chand Mahajan
DAV College for Women
Sector 56-A, Chandigarh (U.T.)




Department of English
Organizes A 10-Day Online Bridge Course

Pathway to Academic Brilliance:
Conquering NTA NET (English), CUET PG (English),
Civil Services, and Other Competitive Exams

Dates: 28 May 2024 to 8 June 2024 | Timings: 10:00 AM to 12:00 Noon

Introduction: → The National Testing Agency (NTA) oversees the National Eligibility Test (NET) for English, which holds immense importance in evaluating candidates for Assistant Professor positions and Junior Research Fellowships (JRF) in Indian universities and colleges. Additionally, the Common University Entrance Test (CUET) for postgraduate English programs, Civil Services examinations, and other entrance exams are crucial milestones for aspiring scholars. However, many candidates encounter challenges in these exams due to insufficient guidance and preparation.

Objective: → The primary goal of our proposed bridge course is to offer aspiring candidates an opportunity to enhance their proficiency in English language & literature. This intervention will significantly aid them in successfully clearing the NTA NET-English, CUET PG-English, and various entrance exams. Additionally, the course will cater to the needs of aspirants of competitive examinations such as Civil Services and other UPSC and state-level examinations. The course intends to bridge the gap between aspirants' current knowledge and the rigorous demands of these competitive examinations.

Methodology: → The course will be conducted online, leveraging video conferencing for interactive sessions. Participants will receive study materials digitally, facilitating easy access and review. Regular attendance, assignment submissions, and assessments will ensure continuous evaluation and progress tracking.

Facilities: → Participants will benefit from: Access to a wealth of online study materials and resources • Personalized feedback and guidance from seasoned educators • Mock tests and assignments to gauge readiness • Certificate of completion for successful participants.



Mehr Chand Mahajan
DAV College for Women
Sector 56-A, Chandigarh (U.T.)




Department of English
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Civil Services, and Other Competitive Exams

Dates: 28 May 2024 to 8 June 2024 | Timings: 10:00 AM to 12:00 Noon

Conclusion: → Our bridge course offers a strategic opportunity for aspirants to bolster their English language and literature skills, enhance their prospects of excelling in exams like NTA NET-English, CUET PG-English, Civil Services examinations, and other competitive tests. The video format ensures convenience and accessibility, fostering a conducive learning environment. We are confident that this course will be instrumental in candidates' success and academic advancement.

Fee Structure: → A mandatory registration charge of ₹1000 (Rs. One Thousand Only)

Payment Details: → • Name of the Account: Principal, MCH DAV College for Women, Chandigarh • Bank: State Bank of India, A/C No.: 3311701538 • IFSC Code: SBIN0036069 • After payment please attach the screenshot of the Transaction in the Registration Form.

Click Here To Register

Certificates will be awarded after successful completion of the course.

Dr Nisha Bhargava
Convener & Principal

Ms Nisha Sharma
Co-Convener & Head, Department of English

Ms Rupshika Singh
Programme Coordinator and Resource Person

Mr Ashish Mudgal
Activity Incharge (Creative)



By nurturing academic readiness and encouraging a spirit of learning, the college's bridge courses continue to shape successful educational journeys.

FACULTY ACHIEVEMENTS 2024

"Education is not the filling of a pail, but the lighting of a fire"

— *William Butler Yeats*

The Faculty Achievement Awards stand as a testament to the tireless dedication, academic rigor, and visionary contributions of our esteemed faculty members. Their accomplishments extend beyond personal accolades—they are the very pillars that elevate the academic fabric of our institution. Through the publication of high-quality research papers in reputed journals and presentations at national and international conferences, our faculty not only advance their respective fields but also bring prestige to our college. These scholarly pursuits are instrumental in cultivating an environment that encourages critical inquiry, creative expression, and analytical thinking among students.

Moreover, our faculty actively engage in workshops, seminars, and interdisciplinary collaborations, ensuring that learning is dynamic and relevant. By conducting diverse academic activities, mentoring students, and integrating innovative pedagogies, they set new benchmarks in teaching and academic excellence. Each award they receive is not merely a personal triumph—it is a collective milestone that reflects the institution's commitment to fostering a culture of knowledge, curiosity, and academic excellence.

As we celebrate these achievements, we are reminded that it is through such unwavering dedication that institutions grow and flourish.

Dr. Indu Arora

- Reviewed 2nd NIELIT's International Conference on Communication, Electronics and Digital Technologies (NICEDT-2024) organized by National Institute of Electronics and Information Technology, Ministry of Electronics and Information Technology, GOI at Guwahati, India, from 16th to 17th February 2024.
- Published a paper titled "Improving Performance of Data Science Applications in Python" in Indian Journal of Science and Technology 17(24), 2499-2507
- Published a co-authored paper titled "Advancements and Applications of Artificial Intelligence Technologies: A Comprehensive Review" in Journal of Systems Engineering and Electronics, ISSN 1671-1793) 34 (5)
- Published a book titled *Programming with Python*, by Kalyani Publisher, ISBN: 978-93-6440-026-8

Dr. Anju Lata

- Received DG NCC award for NCC year 2024.
- Received Sports Promoter Award 2024-25.
- Invited as Resource person in NSS camp in SGGS College Chandigarh.
- Elected as member of Punjab University Sports Council.
- Elected as member of Selection Committee Panjab University Knowing and Kakyng and Hockey Selection Board.

Dr. Archana Bakshi

- Published a paper titled "An Empirical Evaluation of Level of Awareness about Coronavirus Pandemic" in *The Journal of Institute of Public Enterprise*, a UGC Care listed journal, Vol. 46, Special issue, No 2, ISSN 0971-1864, in 2023.
- Published a research paper titled "Industry 5.0 Technologies in Healthcare Sector" in *Intellectual Quest*, a peer reviewed and Referred Journal, Vol. 21, June 2024, ISSN 2349-1949.

- Chaired a session and presented a paper titled “Entrepreneurship: A Vehicle of achieving Self Actualization by Jamshedji Tata” in a two-day Multidisciplinary International Conference on 'The Soul in Symphony: Journey of Happiness through Self Actualization & Self Realization' held at MCM DAV College for Women, Sector 36, Chandigarh, from 19th to 20th March 2024.
- Presented a paper titled “How Internet is boosting Economic Development” at one day ICSSR sponsored National Seminar on 'Digital India: Empowerment and Transformation towards Inclusive Growth' held at Dev Samaj College for Women, sector 45, Chandigarh, on 15th March 2024.
- Presented a paper titled “An Empirical Study of Exports of Indian Automobile Industry” at Indian Economic Association (IEA) Conference, held at Mullana (Ambala), Haryana, from 21st to 23rd December 2024.
- Coordinator of Industrial visit to Claas India Pvt Ltd, Morinda on 13th March 2024.

Dr. Bhavna Sood

- Published a book titled *Basics of Sociology*. Indu Book Services Pvt. Ltd. New Delhi. ISBN: 9788119907007, in 2024.
- Published a research paper titled “Silver Dividend: India can Reap from Demographic Transition” in *International Journal of Creative Research Thoughts*, a UGC approved Journal, Vol. 12, Issue 7, ISSN: 2320-2882. Impact Factor 7.97, in July 2024.
- Co-presented a paper titled “The Tris Prior Effect: Impacts on Youth of Teenage Dystopia, Fantasy and Reality in an Identity Less World” at a three-day Singularities International Conference on Fantasy 2024 jointly organized by Singularities: A Peer Reviewed International Transdisciplinary Biannual Research Journal and Department of English, University of Calicut, from 9th to 11th January 2024.
- Presented a paper titled “Aging; A Challenge for India” and also chaired a technical session at Virtual International Conference 2024 on Interdisciplinary Perspectives on Global Challenges and Concerns organized by Avantika University, Ujjain in collaboration with Global Female Civility Leadership Institute Texas, USA and Law Colloquy, Indore, from 15th to 16th June 2024.
- Co-chaired a Technical Session at a two-day National Seminar on “Women and Environment: Issues and Perspectives” organized by Department of Sociology, Panjab University, Chandigarh in collaboration with ICSSR (North West Regional Centre), Panjab University, Chandigarh, on 2nd April 2024.
- Member of Thematic Group on Human Rights and Global Justice Board in the International Sociological Association (2023-2027)
- Elected as Executive Member of North West Indian Sociological Association (2024-2026)
- Member of UG Board of Studies, Panjab University (2023-2025)
- Member of UG Board of Studies, Kanya Mahavidyalaya (2023-2026)
- Regular C Member International Sociological Association ID Member #117619
- Lifetime Membership of ISS - Indian Sociological Society (LMI-5087)
- Lifetime Membership of NWISA-North West Indian Sociological Association (LM-334)
- Successfully completed “NEP-2020 Orientation and Sensitization Programme” under Malaviya Mission Teacher Training Programme (MM-TTP) of University Grants Commission (UGC) organized by UGC-

MM-TTP (GAD-MMTTP), Sri Guru Tegh Bahadur Khalsa College, University of Delhi, from 15th to 25th October 2024.

- Attended a workshop on “Advance AI Tools for Educators” organized by Dynamic Minds Group in collaboration with Google for Education Partner, on 1st December 2024.
- Organized an Interactive Session on “Adolescent Health and Menstrual Hygiene” by Gynaecologist Dr Namita Grover of Shalby Multi-specialist Hospital, Mohali, on 16th March 2024.
- Organized a UGC NET workshop on “Preparing UGC NET 2024” by a research scholar Ms Manavjeet Kaur, on 10th April 2024.

Dr. Gunjan

- Co-authored a paper entitled “An Explorative Analysis of Competency Mapping in Banking Sector” in *Futuristic Trends in Management*, Vol. 3, Book 15, published by Iterative International Publishers, e-ISBN 978-93-5747-817-5 Print ISBN 978-93-6252-427-0, pp 162-170, in 2024.
- Co-authored a paper entitled “Semester vs Annual System of Education from the Perspective of Teachers in College” in *International Journal of Creative Research Thoughts*, Vol. 12, Issue 4, ISSN 2320-2882, pp 896-904, in April 2024.
- Co-authored a paper entitled “CSR initiatives and their influence on Economic Sustainability”, in an edited book *Sustainable Development in India: Strategies and way ahead*, by Mohindra Publishing House, ISBN 978-81-970010-1-7, in 2024.
- Presented a paper titled “Digital Borrowings and Challenges in India” at ICSSR (NW Regional Centre) Panjab University sponsored Interdisciplinary National Seminar on 'Digital

India: Empowerment and Transformation towards inclusive growth' held at Dev Samaj College for Women, Chandigarh, on 15th March 2024.

Dr. Bindu Dogra

- Presented a paper titled “Beyond Traditions: Exploring Property Rights and Domestic Violence Among Hindu Women” at one-day Interdisciplinary National Seminar on 'Empowering the Women Vis-À-Vis Feministic Jurisprudence: Socio-Legal and Linguistic Approaches', sponsored by RUSA and organized by University Institute of Legal Studies Panjab University, Swami Sarvanand Giri Regional Centre, Hoshiarpur, on 13th February 2024.
- Presented a paper at a National Seminar on 'Punjab Economy Past, Present and Future', organized by Post graduate Department of Commerce and Department of Economics, Post Graduate Government College Sector 46, Chandigarh sponsored by ICSSR PU, on 22nd March 2024.
- Presented a paper titled “Optimizing Self: Exploring Pathways to Wellbeing a Comprehensive Analysis” in a two-day International Conference on 'The Soul in Symphony Journey of Happiness through self-Actualization and Self Realization, at Mehr Chand Mahajan DAV College for Women Chandigarh, under the Department of Higher Education, Chandigarh Administration, from 19th to 20th March 2024.
- Presented a paper titled “From Loom to Market examining Challenges and support for women entrepreneurs in Indian Handloom” in a National seminar on 'Promotion of economic Empowerment and Entrepreneurship development amongst women in crafts sector in North Western

India, sponsored by ICSSR North West Regional Center, Panjab University at DAV College, Hoshiarpur, on 2nd March 2024.

- Presented a paper titled “The New Education Policy and India's Indigenous Knowledge System” in an International Conference 'India Knowledge System: Nutrient of Science, Society and Culture,' organized by Savitri Bai Phule Government Post Graduate College Chakia, Chandauli, UP sponsored Department of Higher Education UP, from 30th to 31st March 2024.
- Completed online FDP on NEP Orientation and Sensitization Programme and obtained A grade conducted by Teaching Learning Centre Ramanujan College, University of Delhi under the aegis of Ministry of Education Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching, from 19th to 26th February 2024.
- Invited as a Resource person to deliver a talk on 'Gender sensitization' for NCC staff at NCC Wing headquarter sector 31, Chandigarh, on 10th October 2024.
- Delivered a talk in a workshop on 'Embracing Diversity Building Inclusive and Respectful Communities', at Mehr Chand Mahajan DAV college for Women, Chandigarh, organized by Women Development Cell and Foreign Students' Cell, on 20th September 2024.
- Published a Chapter titled “Digital Dynamics: Unraveling the Influence of social media On Traditional Cultural Practices in India”, in an edited book titled *Social media in Contemporary Society*, by Dr. Neetu Sharma published by a National Publisher Adhyayan Publisher and Distributor, New Delhi, ISBN:978-93-91943-99-8 Edition 2024.
- Published a chapter titled “Inclusive futures-feminist Insights on social Exclusion and Inclusion” in an edited book titled *Dynamics and perspectives of Social Inclusion in India*, by Ms. Sakshi published by Adhyayan Publishers and Distributors, New Delhi, ISBN:978-93-91943-85-, in 2024.
- Published a paper titled “Women Entrepreneurs in India's Handloom Sector: Examine Challenges and support Initiates” in *Assimilation an International Journal of Social Sciences* Double-blind Peer Reviewed, vol. IX-X-XI 2022-23-24, ISSN:23942452, in 2024.
- Co-authored a paper titled “Changing Lanes: Commuters Perspectives on Women Cab Drivers” in *The Academic*, an online International journal of Multidisciplinary Research, with Impact Factor 7.2, VOL 2 Issue 8, ISSN 2583-973X, in August 2024.
- Published a paper titled, “Exploring Property Rights and Domestic Violence among Hindu Women” in International Journal of Science and Research ISSN: 2319-7064, vol. 13, Issue 12, in December 2024, Paper ID: Sr241202150222
- Presented a paper titled, “Child Labour Amongst Rag Pickers In India: A Critical Evaluation Of Legal Frameworks And Policy Innovations” in the ICSSR Sponsored International Conference on Human Values for Viksit Bharat @ 2047 with the specific theme 'Child Labour amongst Rag Pickers' held at DAV College, Chandigarh, on 7th March 2025.
- Presented a paper titled, “Breaking the Bondage: The Intergenerational Persistence of Child Labour and Economic Hardship” in the ICSSR Sponsored International Conference on Human Values for Viksit Bharat @ 2047 with the specific theme 'Child Labour amongst Rag Pickers' held at DAV College, Chandigarh, on 7th March 2025.

Dr. Jasmine Anand

- Awarded Associateship at Indian Institute of Advanced Studies (IIAS), Shimla for the session 2024–2027.
- Awarded a degree of Advanced Diploma in Educational Management and Leadership from Panjab University, Chandigarh with 73.16% (30 credits).
- Elected as a member of Academic Council, Panjab University, Chandigarh with highest votes 1192/1616.
- Elected as a member of UG and PG (English) Board of Studies at Panjab University, Chandigarh.
- Published a research paper titled “Mass Mobilization through Perambulation: M K Gandhi.” Summerhill: IIAS Review, vol. 29, no. 2, pp.15–20, ISSN: 0972-1452.
- Presented a paper “Indian Literature: A Blueprint for Human Excellence” at Vivibha 2024, held at SGT University, Gurugram, from 15th to 17th November 2024.
- Invited as a Chief Guest, and Chair on a three-day International Conference on ‘Sikh Thought, New Interpretative Methods and the Knowledge Traditions of Kashmir: Directions and Prospects’ held at Srinagar, Kashmir from 1st to 3rd November 2024.
- Invited as a Resource Person for Programme Sajri Saver FM 101.1 mghz and spoke on Sahit nu Jeewan-Jaach lai kinve vartiye?, at Akashvani All India Radio, Bathinda, on 26th August 2024.
- Presented a paper “Translating Sikh History, Identity, and Resistance: Reading Bhai Vir Singh's Sundri”, at a National seminar on ‘Exploring the Societal Framework in Bhai Vir Singh's Literary Universe’ at Punjabi University Patiala, sponsored by ICSSR, on 21st March 2024.
- Presented a paper “The Tropes of Martyrdom in

Sikhism: Reading Select Poetry of Rabindranath Tagore” at World Punjabi Conference on Shahadat da Sikh Sankalp at Panjab University, Chandigarh in collaboration with Virasat Punjab Manch, on 16th February 2024.

- Presented a paper “Manipur in Chandigarh/Chandigarh in Manipur: A Study of Translanguaging in Students from Manipur in Chandigarh” at Chandigarh Language Congress 2024, a National Seminar on the theme Towards a Comparative Cosmopolis: Language, Culture and Hybridity at Panjab University, Chandigarh, on 15th February 2024.

Dr. Pooja Sharma

- Published a research paper titled “Placement of Hindu auspicious inlay design elements in the Mughal monuments of Agra India” in *International Journal of Indian Culture and Business Management*, Inderscience Enterprises Ltd., Vol. 31, No. 4, in April 2024.
- Participated in an online Inter- Disciplinary two-week Refresher Course in 'Managing Online Classes & Co creating MOOCS' organized by Teaching Learning Centre, Ramanujan College, University of Delhi, from 24th April to 7th May 2024.
- Invited as a Judge for State level Painting competition 2024 held at Inderdhanush Auditorium, Panchkula organized by Bhakra Beas Management Board, Chandigarh, on 27th November 2024.
- Invited as a Judge for Designation Series 05-A Fusion of Creativity & Technology held on Digital Platform organized by KB DAV Senior Sec. Public School, Chandigarh, on 31st July 2024.
- Invited as a Judge in the category of Visual Art during Cluster level Kala Utsav- 2024 held at GMSSS, Sec 40, Chandigarh, under Samagra Shiksha, UT Chandigarh, on 15th October 2024.

- Invited as Resource Person by the Skill Enhancement Committee for 30-Hour Skill based Workshop on “Skills of Adorning Fabric” held by Fine Arts and Home Science Department, from 19th to 25th September, 2024.
- Coordinator of 'Patriotic Collage Making Competition & Exhibition' to celebrate Independence Week organized by Mehr Chand Mahajan DAV College for Women under the aegis of Dept of Higher Education, Chandigarh Administration, on 15th August 2024.
- Coordinator of 'Plantation Drive' to celebrate Independence week organized by Mehr Chand Mahajan DAV College for Women under the aegis of Dept. of Higher Education, Chandigarh Administration, on 15th August 2024.
- Coordinator 'Best Lawn Competition' organized by Horticulture and Landscaping Committee, on 5th June 2024.
- Coordinator 'Trivani- Plantation Drive' organized by Horticulture and Landscaping Committee, on 5th June 2024.
- Coordinator of 30-hour skill-based Workshop on “Skills of Adorning Fabric” held by Fine Arts and Home Science Department, from 19th to 25th September 2024.
- Organized a two-day Resin Art Workshop, a Skill Enhancement initiative, from 16th to 17th August 2024.
- Organized Poster making competition with Renewable Energy Committee, IQAC & Eco-club, on 20th August 2024.
- Elected as a Member of Board of Studies UG in Fine Arts for the term, from 1st April 2023 to 31st March 2025.

Dr. Mamta Ratti

- Won Best Paper in 3rd International Conference on the theme ‘Digital

Transformation towards Sustainable Development in Future”, Vision: Viksit Bharat @2047’ for the Research paper titled, "Empirical Insights into the influence of Digital Financial Literacy on Spending and Saving patterns of Young Adults" conducted at Rajdhani College, University of Delhi, New Delhi, from 8th to 9th March 2024.

- Won second prize in International Research Conference - SOCEN 2023 for the Research paper titled, “Evaluating the Level of Educational Citizenship in Developing Economies using Environmental Citizenship Questionnaire” conducted at Institute of Technology and Management, Pune, on 6th October 2023.

Dr. Mandeep K. Chawla

- Presented a paper titled “Employing Data Analytics to Boost Customer Experience and Purchase Choices” at a two-day National Conference on 'Innovative Management Strategies in Business: A Path Towards Sustainability (IMSB 2024)' organized by Centre of Management and Humanities, PEC, Chandigarh, from 15th to 16th March 2024.
- Technical Program Committee member (Reviewer) in Global Conference on Applications of Artificial Intelligence and Data Science on 3-5 Apr 2024 (AAIDS 2024) held at London, United Kingdom, from 3rd to 5th April 2024.
- Member, PG BoS, DCSA, PU from 1st April 2023 to 31st March 2025.
- Member of the editorial board of *New Horizons- A Multidisciplinary Research Journal*, ISSN 2277-5218.

Dr. Sunaina Jain

- Released a poetry collection titled *The Patchwork Quilt* published by Writers Workshop, Kolkata, in November 2024.

- Published a book chapter titled “Activism and Trans Literature” in *The Routledge Handbook of Trans Literature* published by Routledge, New York (ISBN 9781032431550), in 2024.
- Presented a research Paper titled "Reading Ecofeminist Water Ethics in Sarah Joseph's *Gift in Green*" at the 25th MELOW Conference held at Kathmandu University, Nepal from 27th to 29th September 2024.
- Chaired a session at the 25th MELOW Conference held at Kathmandu University, Nepal from 27th to 29th September 2024.
- Invited as Resource person to deliver a lecture on “Literature as Discourse: Riding the Tide of Theory”, at Amity University, Mohali, on 22nd August 2024.
- Invited as a speaker to discuss the poetry collection *Kisses at the Espresso Bar* penned by Anita Nahal at the online Anantha Poetry Festival, on 23rd May 2024.
- Invited as a Resource Person to conduct a Workshop on Creative Writing (8th Nov. 2024) at Abhivyakti- Season 4, a national level Literature Fest organized by Army Wives' Welfare Association (AWWA), at Chandimandir Cantonment Area, Panchkula, from 8th to 10th November 2024.
- Moderated a session on Therapeutic Storytelling with Shivani Dhillon, the co-founder of Smiling Dandelion Foundation organized by Novel Bunch and Vibrant Plus at Chandigarh Club, on 3rd August 2024.
- Invited as Judge for a Debate Competition at the Annual Mega Cultural Fest, Parivartan 2024 held at Chandigarh Group of Colleges (CGC), Landran, on 8th October 2024.
- Evaluated MPhil dissertation titled “Massifying tendencies of Biopolitics in Totalitarian states” and conducted MPhil viva of Mallika Singh from the Department of Modern Indian

Languages and Comparative Literature, Delhi University, on 1st February 2024.

- Event coordinator and Host of the Spring Lit Fest Literati 2024 organized by Chandigarh Literary society, on 16th March 2024.
- Moderated a session titled “The Craft and Nuances of Writing Fiction” with Sakoon Singh and Gurpartap Khairah at the Spring Lit Fest 2024 organized by Chandigarh Literary Society, on 16th March 2024.

Dr. Pallvi Rani

- Presented a paper titled “Bridging the Skill Gap: Enhancing Employability for Women in India” at National Seminar Sponsored by ICSSR North-Western Regional Centre, Panjab University, Chandigarh (Ministry of Education, Govt. Of India) on the theme Promotion of Economic Empowerment And Entrepreneurship Development amongst Women in Crafts Sector in North-Western India, organized by DAV College, Hoshiarpur, on 2nd March 2024.
- Presented a paper titled “Exploring the Depth of Happiness: A Case Study Analysis of Women Happiness” at a two-day Multidisciplinary International Conference 'The Soul in Symphony: Journey to Happiness through Self Actualization and Self Realisation' organized by Mehr Chand Mahajan DAV College for Women, Chandigarh under the aegis of Department of Higher Education, Chandigarh Administration, from 19th to 20th March 2024.

Dr. Aparna Sharma

- Delivered a lecture on 'Communication Skills' (as a part of a two-day workshop), organised by Dept of Mathematics in collaboration with Central Placement Cell, Panjab University and Dept of Geography in collaboration with Central Placement Cell, Panjab University respectively, on 24th January 2024 and 6th

February 2024

- Delivered a lecture on 'Public Speaking & Personality Development (Overcoming the Summit within)' organised by Dmasters Club, Dev Samaj College for Women, Sector 45, Chandigarh, on 2nd April 2024.
- Delivered an online lecture on 'Listening, Speaking, Reading, Writing' as a part of a National Workshop organised by Jagat Guru Nanak Dev Open University, Patiala, on 30th April 2024.
- Conducted a one-day workshop 'Learning Outcomes and Pedagogy, Adolescent and Education Programme' for Oxford University Press India at Navneet Public School, Nabha, on 28th June 2024.
- Conducted a one-day workshop 'NEP and 21st-century skills' for Oxford University Press India at Singhapura Convent School, Patiala, on 29th June 2024.
- Conducted a one-day workshop 'Approaching English skills differently in Primary classrooms' for Oxford University Press India at Thakur Dass Bhargav Sr. Sec. Model School, Hissar, on 16th November 2024.

Dr. Rupinder Kaur

- Attended Faculty Development Programme on “Research Methodology and Data Analysis” organized by the ICSSR North-Western Regional Centre, Panjab University, Chandigarh, from 20th to 25th January 2024.
- Presented Research Paper titled “Digitalization in Banking Sector” in a one-day National Seminar on 'Digital India: Empowerment and Transformation towards Inclusive Growth', organized by Dev Samaj College for Women, Sector-45 B, Chandigarh, on 15th March 2024.
- Presented a paper titled “Transformational Leadership: The Path to Self Realisation” at a two-day Multidisciplinary International

Conference on 'The Soul in Symphony: Journey of Happiness through Self Actualization and Self Realisation' organized by Mehr Chand Mahajan DAV College for Women, Sector-36A, Chandigarh, from 19th to 20th March 2024.

- Presented a paper titled “An Empirical Study of level of Trust among employees in select banks in Chandigarh Region” at a one-day International Conference on 'Sustainability and Sustainable Development in India: Past, Present and Future' organized by University Business School, Panjab University, Chandigarh, on 21st March 2024.

Dr. Meenu Singla

- Presented a paper titled, “Impact of Digitisation in Financial Services” in a National Conference on 'The Current State and Outlook of Financial markets in India' by Government College of Commerce and Business Administration, Sector 50, Chandigarh, on 28th March 2024.
- Presented a paper titled, "A Bibliometric analysis of Self Actualisation- a Qualitative Research" in an International Conference on 'The Soul in Symphony: Journey of Happiness through Self Actualisation and Self Realisation' by Mehr Chand Mahajan DAV College for Women, Chandigarh, from 19th to 20th March 2024.
- Completed a three-day face-to-face FDP on 'Inculcating Universal Human Values in Technical Education' organised by All India Council for Technical Education (AICTE) at Panjab University, Chandigarh, from 21st to 23rd March 2024.
- Completed 'NEP 2020 Orientation & Sensitization Programme' under Malaviya Mission Teacher Training Programme (MM-TTP) of University Grants Commission

organised by UGC- MMTTC, M.D. University, Rohtak, Haryana, from 19th to 26th February 2024.

Ms. Anchal Mehta

- Published a paper titled, “Analysis of Gender Gap Index: Catalyst to Economic Development” in Journal of Emerging Technologies and Innovative Research (JETIR), An International Scholarly, Peer-Reviewed Journal, ISSN: 2349-5162, vol. 11, pp. 482-492, issue 11th November 2024
- Published a paper titled, “Rejuvenation of school Education with Digitization: A comparative Study of Punjab and Haryana” in International Journal of Research and Analytical Reviews (IJRAR), an International peer-reviewed journal E-ISSN: 2348-1269, P-ISSN: 2349-5138, vol. 11, pp. 173-180, issue 2, April 2024.
- Paper presented at 107th Annual Conference of Indian Economic Association on, “India's Domestic Spillover Index: A tool for strategy rollout of SDG's” organized by APEX University, Jaipur, from 27th to 29th December 2024.
- Paper presented at 107th Annual Conference of Indian Economic Association on “Analysis of Global knowledge Index” organized by Maharishi Markandeshwar Deemed to be University, Mullana, from 21st to 23rd December 2024.
- Paper presented at two-day online National Seminar on 'Gender Issues: Challenges, Strategies and Solutions', titled, “Understanding Cultural Construction of Shame among Young Women” organized by Department of Sociology, Dr. BGR Campus Pauri, HNB Garhwal University, from 15th to 16th October 2024.
- Paper presented at 15th International

Conference on 'Empowering Women for Sustainable Future', “Analysis of Gender Gap Index: Catalyst to Economic Development” organized by Women's Study Centre, Punjabi University, Patiala, on 23rd April 2024.

- Paper presented at one day National Seminar on 'Opportunities & Challenges in Agriculture, Environmental & Biological Sciences for Global Sustainable Development' titled “Quantitative and Qualitative analysis of Groundwater Depletion” organized by Department of Botany, Zoology and Chemistry Gandhi Memorial national College, Ambala Cantt., on 9th April 2024.

Ms. Anvee Bhardwaj

- Presented paper titled “From Dharma to Development: The Gita's Vision for Modern India” at 9th International Gita Conference on Shrimad Bhagwad Gita and Sustainable Ecosystem, organized by Kurukshetra University and Kurukshetra Development Board, from 5th to 7th December 2024.

Dr. Sneha Lata

- Published a paper titled “Question of Dalit Identity in Haryana Politics, with Special Reference to Chamar Caste”, in *New Perspectives in the History of India: Continuity and Change*, Mohindra Publishing House, ISBN 978-81-970010-5-5 in 2024.
- Published a paper titled “Analysing the Economic Condition: The Chamars of Haryana in Contemporary Times”, in *Emerging Trends and Contemporary Issues in Punjab, Republic of Moldova*: Lambert Academic Publishing, ISBN 978-620-7-99505-9, in 2024.
- Invited as a Resource Person for the Expert Lecture on the Topic “Empowerment through Awareness: Insights into Society and Culture” organized by the Government Middle School Burail, Chandigarh, on 18th May 2024.

- Invited as a Resource Person for the Online Expert Lecture on the Topic “Indian History of Music” organized by the Department of Sports Psychology, School of Sports Science [MYAS-CURAJ], Yoga and Education, Central University of Rajasthan, on 17th May 2024.
- Invited as a Resource Person in a one-day Virtual Workshop on “Research Methodology” organized by Hindu Kanya Mahavidyalaya, Jind on 23rd February 2024.

Dr. Rati Arora

- Coordinated a three-day Workshop “कलाUtsav” in collaboration with Fevicryl (Pidilite Industries) to mark the celebration of National Girl Child Day organized by Department of Home Science, Mehr Chand Mahajan DAV College for Women, Chandigarh, from 23rd to 25th January 2024.
- Invited as a Resource person for “Karigari- A Workshop cum demonstration on Eco-friendly cloth bags” to mark the celebration of Bicentennial Birth Anniversary of Swami Dayanand Saraswati Ji, on 15th February 2024.
- Published a research paper titled “The Fascination of Youngsters towards Online Shopping: Positive and Negative Aspects” in an International Journal of Home Science, Peer reviewed, refereed, indexed Journal, ISSN: 2395-7476, RJIF 5.3. in February 2024.
- Contributed an article on Handicrafts for publication on National e-Portal of Bhartiya Vastra evam Shilpa Kosh: The Repository of Indian Textiles and Crafts by Ministry of Textiles, Govt. of India and awarded with cash reward of 4000 rupees, in March 2024.
- Published a research paper titled “Textiles, Deities and Religious Practices” in International Journal of Creative Research Thoughts (IJCRT), an International Open

Access, peer-reviewed, Refereed Journal, vol. 12, issue March 2024, ISSN: 2320- 2882, Impact factor- 7.97

- Invited as a Resource person to conduct a skill based three-day workshop “KAYAKALP- up cycled treasures” organized by Department of Home Science, Mehr Chand Mahajan DAV College for Women, Chandigarh, under the aegis of MGNCRE, from 23rd to 25th April 2024.
- Received an appreciation letter from Centre for Skill Development & Entrepreneurship, Panjab University as a Subject expert in developing the syllabus of B.Voc, 2024-25 under the NEP 2020 Basics of Fashion Designing, in June 2024.
- Coordinated a recipe competition on the theme 'Traditional cuisines of India' organized by the Department of Home Science, Mehr Chand Mahajan DAV College for Women, Chandigarh, in continuation of Independence Day celebrations, on 13th August 2024.
- Invited as a Resource person by the Department of Home Science, Mehr Chand Mahajan DAV College for Women, Chandigarh, to conduct a workshop “Khadi in Education” organized in continuation of Independence Day celebrations, on 14th August 2024.
- Invited as a Resource person by the Skill committee of the college for “30-hours workshop on Skills of Adorning Fabrics” organized in collaboration with Centre for Skill Development and Entrepreneurship (CSDE), Panjab University, Chandigarh from 19th to 25th October 2024.

Ms. Meenu Dua

- Co-authored a paper titled “Rejuvenation of School Education with Digitisation: A

Comparative Study of Punjab and Haryana” in International Journal of Research and Analytical Reviews, UGC Approved Journal number:43602 & 7.17 Impact Factor. Vol. 2, issue 2, April 2024.

- Co-authored a paper titled “Analysis of Gender Gap Index: Catalyst to Economic Development” published in Journal of Emerging Technologies and Innovative Research, ISSN UGC approved (Journal No. 63975) &7.95 Impact factor. Vol. 11 issue 11, November 2024.
- Presented a paper titled “Analysis of Global Knowledge Index” in 107th Annual Conference of Indian Economic Association, held at Maharishi Markandeshwar (Deemed to be University), Mullana, from 21st to 23rd December 2024.
- Presented a paper titled “Unlocking South Asia's Knowledge Potential: Strategies for Growth” in 107th Annual International Conference of Indian Economic Association, held at Apex University, Jaipur, from 27th to 29th December 2024.
- Completed 'NEP - 2020 Orientation and Sensitization Programme' under Malaviya Mission Teacher Training Programme (MM-TTP) of University Grants Commission organised by Malaviya Mission Teacher Training Centre, Guru Nanak Dev University, Amritsar, from 3rd to 11th January 2025.

Dr. Amandeep Kaur

- Published a paper titled “Users' perception towards e-Governance Adoption Benefits: Evidence from the Indian Corporate Sector” in *Electronic Government, an International Journal*, Vol.20, No.6, pgs. 644-660, in October 2024.

Ms. Aprajita Dalal

- Published a research paper titled “The Trauma

of Partition, Language and Representation in Manto's Selected Short Stories” in *Journal of the School of Language, Literature and Culture Studies*, Series 26, Book no. 13, Impact Factor 7.138, in 2024.

- Published a research paper titled “Resettlement of Partition Refugees in Intizar Husain's Selected Novels: Preserving Memories through Everyday Cultural Practices” in *Literary Voice*, Vol. 1, no. 23, in September 2024.
- Presented a paper titled “Cultural Synthesis and Linguistic Resonance: Exploring Post-Partition Effects in Intizar Husain's The Sea Lies Ahead” at the Chandigarh Language Congress organized by Panjab University held at, Panjab University, Chandigarh, from 15th to 17th February 2024.
- Presented a paper titled “The Trauma of Partition, Language and Representation in Manto's Selected Short Stories” at a two-day Hybrid International Conference on Rhetoric of Resilience: Impact of Trauma on Language, Memory, and Cultural Narratives, jointly organized by Internal Quality Assurance Cell (IQAC) and Department of English in collaboration with All India Forum for English Students, Scholars, and Trainers (AIFEST), held at Shri Shankarlal Sundarbai Shasun Jain College for Women, Chennai, from 8th to 9th March 2024.
- Attended 30-hour Winter School on the 1947 Partition, a part of two-year research project entitled “Canonization of Partition Literature and the Politics of Memorialization in South Asia” held at the National Institute of Technology, Silchar from 9th to 13th December 2024.

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English Section

EDITORIAL

NEP 2020: FROM ROOTS TO WINGS – SKILL DEVELOPMENT AND DIGITAL EMPOWERMENT

"Education is the manifestation of the perfection already in man."

— *Swami Vivekananda*

In the ever-evolving world of education, the National Education Policy (NEP) 2020 stands not just as a reform but as a moment of transformation—a harmonious blend of our cultural roots and forward-looking innovation. It lays a strong foundation in values while equipping young minds with the skills, creativity, and digital fluency needed to navigate a rapidly changing world.

Education today extends far beyond textbooks and traditional classrooms. It is about shaping individuals who are curious, capable, and confident. The emphasis on skill development in NEP 2020 ensures that students graduate not just with degrees, but with real-world competencies—ranging from vocational abilities to communication, collaboration, and critical thinking—that prepare them to thrive in the 21st century.

Equally significant is the focus on digital empowerment. In an age where technology influences every sphere of life, NEP 2020 promotes the thoughtful integration of digital tools into education, aiming to make learning more accessible, engaging, and inclusive. By bridging the digital divide, it seeks to create opportunities for all learners to grow in an environment where innovation and equity go hand in hand.

At Mehr Chand Mahajan DAV College for Women, Chandigarh, we take pride in nurturing well-rounded

individuals and empowering women. Anchored in Arya Samaj values and committed to excellence, our institution mirrors the very spirit of NEP 2020. Whether through academic programs or extracurricular initiatives, our faculty, clubs, and committees work together to create an ecosystem where learners are encouraged to explore, express, and evolve.

As the Editor of the English section, I am continually inspired by the creativity that flows through our corridors— in classrooms, conversations, and creations. It allows us to reimagine possibilities, to find beauty in the ordinary, and to communicate ideas that touch hearts and minds. Encouraging creative expression is central to what we do, and I hope this magazine reflects the vibrant, thoughtful voices of our college community.

"Education is the manifestation of the perfection already in man."

Let us, as educators and mentors, continue to kindle that fire—guiding our students to become not only skilled and digitally aware, but also compassionate, ethical, and socially responsible individuals.

I would like to extend my sincere thanks to our Principal, Ms. Neena Sharma, for her inspiring leadership and unwavering support. My heartfelt gratitude to the Editor-in-Chief, Dr. Sunaina Jain, for her encouragement and belief in my vision. I also wish to thank the Head of the Department of English, Dr. Bindu Sharma, for her continuous guidance and encouragement. A heartfelt thanks to the entire Department of English for being a constant pillar of strength and collaboration throughout this journey. I would also like to express my gratitude to our student editor, Shriya Guleria, for her dedication and creative inputs. And finally, a heartfelt appreciation to all our contributors—your words, thoughts, and creativity bring this magazine to life.

Let us keep learning, creating, and inspiring—together.

Wishing you pages full of wonder!

Staff Editor

Ms. Anvee

Assistant Professor, PG Department of English

STUDENT EDITORIAL

**Dear readers,
Greetings!**

It is with great exhilaration that we bring forth the much-awaited edition of the college magazine *Mehr Jyoti*.

As we present this dynamic piece of creativity, self-expression, enthusiasm and flair to our readers, we hope that you will well applaud the contributors for their imaginative thoughts and collaborative efforts. The magazine came as a colossal opportunity for all the budding talented minds to pen down their personal experiences and present a unique amalgamation of poetry, literature and more for you to explore as you leaf through the pages. By nurturing creativity and inspiring innovation, the magazine has harnessed energies and tried to capture the essence of their inspirations in the best way possible.

Since the very beginning of human civilization, education has always been considered the cornerstone of any progressive society. As students, we often find ourselves at the receiving end of sweeping policies and curriculum changes. But in reality, are these changes truly shaping us into curious, capable and compassionate individuals? The introduction of the National Education Policy (NEP) 2020 marked a huge metamorphosis in the educational domain, with special emphasis on offering fluid pathways of study and a thoughtful shaping of practical artistry.

Creating and implementing a policy is only the beginning — its real power lies in practice. From faculty readiness to curriculum redesign, the actual process of breathing life into the plan unfolds on the ground. As students, we are not just observers but participants, shaping change through engagement and feedback. The NEP, for many, has been a meaningful stride which offered a chance to rediscover education as a joyful, inclusive and transformative journey, aiming at creating classrooms where every voice is heard, every story matters and learning blooms without barriers.

While embarking on this journey, we also realized the generosity of collaboration involved which truly made the magazine take its true shape, each page compiled passionately by a zealous editorial team. Crossing the chasm of this yet another fruitful year, we have all had a plethora of emotions. These vibrant emotions have been delicately woven to create a delightful 'visual fest' for our readers.

We owe sincere thanks to our Principal Ms. Neena Sharma, the Editor-in-Chief Dr. Sunaina Jain and the Editor of the English section Ms. Anvee for their tireless efforts and support in making this endeavor a visible success. As you thoughtfully browse through these unique expressions of individuality, we hope that you appreciate the unassuming ingenuity of our to-be litterateurs and artists as we look forward to your valuable feedback, friends.

Buona lettura!

Shriya Guleria
BA II
(Student Editor)

NEP 2020: SKILLS FOR THE REAL WORLD

While degrees provide foundational knowledge, it is practical skills and adaptability that determine employability. These guidelines are a step in the right direction.

Education in the Indian landscape has, since time immemorial, been structured around theoretical knowledge, with a draconian emphasis on rote learning and examination-oriented performance, confining students to a system where merit is solely defined by academic achievements. However, in the evolving global economic scenario, mere academic proficiency is no longer sufficient. There is an urgent need to integrate skill development into the education system to equip students with practical competencies, making them job-ready and fostering entrepreneurship both domestically and globally.

The sad state of affairs is that, despite producing millions of graduates every year, India faces an acute shortage of capable human capital with expertise. Despite having a massive unemployed workforce, we still have to import technicians along with raw materials due to the lack of skill development courses, rendering engineering degrees useless while they collect dust. The India Skills Report highlights that only about 45% of graduates are employable in limited sectors, with the gap widening due to a curriculum that prioritizes memorization over the practical implementation of school tutelage.

The economic aspirations of our disheartened youth, protesting against low employment vacancies, need to be realized and their morale should be boosted by offering them a diverse array of vocationally focused education. In today's world, where skills drive success, grades have become little more than decorative numbers on a résumé, as employers seek problem-solvers, not just high scorers, wherein the sole focus should lie on education that empowers.

With the implementation of the National Education Policy (NEP) 2020, students in vocational courses have the freedom to choose skill development opportunities through a multidisciplinary approach, ensuring due weightage to all types of skills. It encompasses a comprehensive framework designed to overhaul the country's education system by adopting a more holistic, flexible, multidisciplinary and skill-oriented method to meet the demands of the 21st century.

Skill-based education undoubtedly requires structured apprenticeships, emerging initiatives and modern infrastructure, including well-equipped labs, workshops and access to cutting-edge technology. The focus areas of educational institutions should be skills gap analysis and the mapping of local opportunities. To enhance the employability of India's youth, the University Grants Commission (UGC) has unveiled a set of guidelines for embedding skill-based courses and micro-credentials into the higher education setup, bridging the gap between academic instruction and industry requirements.

Amid the ongoing massive technological shifts and global changes, the potential to redefine the role of Indian universities in producing a future-ready workforce needs to be tapped. The paradox lies in the fact that employers today cite workforce shortages due to a lack of adequate skills, while thousands remain unemployed, unequipped with the required expertise. A key challenge that remains unsolved by our nation is identifying and prioritizing sectors poised for exponential growth.

The digital future expects Indians to assume roles in artificial intelligence, data science, cloud computing and cybersecurity, as these fields will continue to dominate the job market. As India transitions toward green energy, the solar and wind power sectors will require skilled engineers, technicians and project managers, along with proficiency in robotics and machine learning. The proliferation of digital platforms necessitates expertise in online marketing, user experience design and analytics.

Vocational education and on-the-job training play a significant role in allowing students to gain practical experience in trade-based livelihood jobs. Remunerative internships spark the interest of students by providing real-world exposure to cater to industry requirements. In the digital era, shrouded by media and e-learning, online platforms offer flexible courses in coding, AI and business management, enabling youth to upskill at their own pace. Huge budgetary allocations for the upcoming financial year in the domain of skill enhancement through National Centres of Excellence and the internship scheme speak volumes about the efforts being made by the government to make India a strategic and key player in the global AI race. Government initiatives like Skill India and PMKVY equip young individuals with industry-relevant skills to brighten their future in a rapidly evolving technological landscape.

The National Education Policy 2020 has yet another cyber aspect, as it emphasizes digital literacy, coding and computational thinking from an early stage to prepare students to meet the changes of a dynamically burgeoning world. To make education more accessible and interactive, the policy advocates for online learning platforms, virtual labs and AI-driven teaching methods, along with multidisciplinary learning. It promotes the use of regional languages in digital content in consonance with our culture to ensure inclusivity in digital education. Thus, NEP 2020 can be termed a game-changer as it is a great initiative for shaping a tech-savvy generation, preparing them for the evolving job market and honing their skills to empower them in every arena of professional excellence.

Shriya Guleria, BA II

ROOTED IN TRADITION, WIRED FOR TOMORROW

When we speak of 'roots,' we are referring to the deep, grounding wisdom that has been the foundation of education in this land for centuries. India, as a civilization, has always believed that knowledge is not merely the accumulation of facts but a transformative force that shapes the soul. In our ancient gurukuls and universities, the pursuit of knowledge was seen as a holistic endeavour, one that not only educated the mind but also nourished the heart and spirit.

However, as the winds of time swept across the world, our educational system, like many others, began to adapt. The Industrial Revolution brought with it a paradigm shift and the digital age now calls for a revolution of a different kind. This brings us to the 'wings', symbolizing the soaring potential of technology and innovation. The wings of digital empowerment allow our roots to extend beyond the confines of tradition, exploring new territories, avenues for growth and opportunities. It is in this space, where roots meet wings, that the National Education Policy finds its place.

The policy aims to integrate skill development and vocational education early on, ensuring that students are prepared to meet the demands of an ever-changing job market. It recognizes that career paths today are not linear and that young people must have the flexibility to explore multiple disciplines. In our current age, where technology has become central to our lives, the NEP views the digital world not just as a tool but as a bridge. The digital divide, once a significant barrier to equitable education, is gradually narrowing as the NEP pushes for universal digital literacy. In villages and remote areas, where educational resources were once scarce, the internet now offers a limitless ocean of knowledge waiting to be explored.

Through vocational training, digital literacy and hands-on learning, the NEP envisions a future where students are not just job seekers but job creators. In fact, the NEP's emphasis on skill development and digital empowerment reflects the broader quest for 'human flourishing,' a concept championed by the ancient philosopher Aristotle. The NEP aligns with this idea by advocating for an education system that nurtures not just academic knowledge but also essential skills for personal growth, ethical decision-making and societal contribution.

In this sense, the policy is an embodiment of the belief that education should go beyond the mere acquisition of facts and instead cultivate individuals who are well-rounded, capable of critical thinking and able to contribute meaningfully to their communities. The NEP aspires to create future-ready individuals equipped with both technical skills and a strong moral compass, grounded in a deep understanding of their cultural heritage and ethical values.

In conclusion, the National Education Policy of 2020 is more than a set of reforms; it is a call for change, leading us to new horizons where knowledge, creativity and opportunity intersect.

Havisha Singh, BA II

ENGLISH IN NEP 2020: BETWEEN THE LINES OF ROOTS AND WINGS

For a significant portion of Indian students, English is more than a language—it's a gateway to wider opportunities. A doorway to digital access, job opportunities and sometimes, dignity in a room where fluency equals intelligence. The new National Education Policy (NEP) 2020 acknowledges this complex reality, while trying to strike a delicate balance.

The policy roots itself in the promotion of mother tongues and regional languages, especially in early education. This move is based on cognitive science—children learn better when taught in the language they think in. For numerous rural learners, this is a relief. They no longer have to stumble through English alphabets before they understand basic concepts. As a teacher shared, “many of their students finally feel like the classroom belongs to them, not some distant world of big words and bigger accents.”

But as the policy progresses towards the “wings” phase—digital empowerment and skill development—English re-emerges, quietly but powerfully. It is the dominant language of the internet, of coding tutorials, of global research papers. Without functional English, many skill-based opportunities risk being inaccessible. A student trained in data analytics in her local ITI might still struggle to crack an interview in a metro city due to a language barrier—not a skills gap.

NEP 2020 doesn't sideline English—it decentralizes the path to success making English one of the many options rather than sole requirement. It encourages multilingualism while acknowledging that English still holds value in the global skill economy.

In the end, English in NEP is no longer presented as the ultimate validation. It is gently repositioned—from a gatekeeper to a guide. And perhaps, that's how true empowerment begins—not by choosing one over the other, but by giving every learner the wings to fly in the language they understand best.

Kanishka, BA II

GLITTERING GOALS, HIDDEN GAPS: NEP 2020

"Everything that glitters is not gold." This phrase aptly captures the essence of the National Education Policy 2020, which remained a subject of debate for months but is now increasingly acknowledged as a step in the right direction. However, the question at the heart of these discussions remains: Is it truly beneficial for students and capable of empowering them for their future?

The main focus of NEP 2020 is to incorporate practical knowledge into the sphere of education, with special emphasis on imparting knowledge in the respective mother tongue of each individual. This aims to achieve universal learning without restraining students to an English-centric approach. The policy has taken a momentous step towards promoting inclusivity by considering the needs of learners with disabilities. With the addition of novel methods and the enhancement of skills, rigid pedagogical approaches are being redefined to cater to the dynamic global scenario. It also seeks to make the education system more holistic and flexible by expanding existing digital platforms and ensuring practical and creative learning. On the positive side, NEP 2020 introduces manifold changes to shift the focus from rote memorization to practical development by introducing additional subjects and courses that emphasize real-life applications.

Before delving into the nitty-gritties of practical knowledge and its impact, it is better to focus on the basic catechism that this policy offers to students. The addition of new subjects was originally meant to widen the skill set of a learner, but it has also led to stress among students, as they find it difficult to cope with diverse disciplines. A greater number of subjects implies variety, perhaps a feather in the cap, but it can also lead to confusion when choosing courses.

The NEP emphasizes providing quality education in a student's native language. However, with 22 official languages recognized by the Constitution and countless others spoken by smaller communities, it becomes a challenge to find trained teachers proficient in every language. According to recent studies, depression emerges as a poignant issue among 31% to 57% of Indian students, with rates soaring to 70% in college due to academic pressure. Suicide rates have significantly peaked in the last few years as students struggle to cope with anxiety and peer pressure.

I would, therefore, like to suggest that instead of placing all the focus on "applied knowledge," the NEP should also emphasize the mental well-being of students, striking a balance between general proficiency and specialized expertise. This would help sustain the quality of education and ensure the effective implementation of the policy.

Akanksha, BA I

MOULDING MINDS WITH NEP 2020

A young mind is like a modelling clay, it takes the shape the way you mould it. Keeping in mind the novel needs of the coming generation, the government came up with a new measure to equip the children with modern solutions especially in the long run.

The National Education Policy (NEP) was announced on 29th July 2020 and is considered to be the landmark reform made by the government in the field of education. The policy aims to rejuvenate the entire education system holistically. The Policy strives to transform the education system by incorporating newer elements and preserving the age-old values and measures at the same time. The policy emphasizes accessibility, equitable quality education while covering school and higher education with training programmes for both the teachers and the students. Studies show that a child's early years are the most crucial years in shaping worldview. Acknowledging this, the policy decision makers oriented their policy in this direction. The policy brings focus on foundational literacy and numeracy through Early Childhood Care and Education (ECCE). Further, it lays emphasis on multilingualism, promoting mother tongue or regional language as the medium of instruction up to Grade 5 along with introducing vocational education from Grade 6 onwards equipping them with the skill set necessary for internships and challenges.

The reduction in curriculum content aims to foster critical thinking and experiential learning among the students enabling them to be problem solvers and enhancing their technological proficiency. The multi-disciplinary approach adopted by the drafters ensures ample opportunities to students to opt for varied internships and earn several certifications that will enhance their resumes, thus providing students leverage in various fields. To target detailed analysis and in depth understanding of the subject more emphasis has been laid on the Research and Innovation department (R&D) with the creation of National Research Foundation.

By 2030, the policy intends at introducing a four-year integrated Bachelor of Education (B.Ed.) programme to ameliorate the standard of education through professional development and teacher training. Certain features like promotion of Artificial Intelligence (AI), coding, and computational thinking from a young age will stimulate the young minds and provide them with great employment prospects in this mechanized world. National Education Policy 2020 is a forward-looking and progressive policy with potential to revolutionize Indian educational system through its focus on holistic, inclusive and flexible learning.

Special emphasis is being laid on underprivileged communities, such as Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), and people with disabilities (Divyangjan). Creation of a Gender Inclusion Fund (GIF) to promote girls' education and provide unbiased education to transgender students is an appreciable initiative by the government. To reduce the digital divide, more emphasis has been laid on enhancing the digital infrastructure particularly to bridge the divide in the rural areas. It is anticipated that NEP 2020 will greatly improve the standard of education in India. It aims to eradicate rote learning and promote creativity and critical thinking by emphasising a skill-based, learner-centric approach. Students will be globally competitive thanks to the transition to a multidisciplinary higher education system, which will give them a variety of skills.

Sakshi Sethi, BA II

DECODING NEP: A PATH TO INDIA'S EDUCATIONAL RENAISSANCE

The year 2020 marked the beginning of a desolate phase for many, for it was a year that the world witnessed the outbreak of COVID-19. But amidst this spell of darkness came a tremendous change in the Indian education system with the arrival of the National Education Policy, 2020. This policy heralded a paradigm shift in India's approach to education, with due importance being given to skill enhancement and digital empowerment. The lockdown imposed by the government during the pandemic had turned even the most orthodox savant into tech-savvy individuals. Even children as young as three, possibly even younger, become adept at navigating their way through a networked world. Instead of slowing down, as would have been expected after a global pandemic, the world progressed in the myriad fields at an unprecedented speed. The advancement in technology, especially Artificial Intelligence (AI), has taken over nearly every domain of work across the globe. Thus, continuing to follow the National Policy on Education set up in 1986 (modified 1992) would not be conducive to keeping pace with the fast-moving modern world. Therefore, a shift from the traditional pedagogy to a modern mode that incorporates the technological advancements of the times became the need of the hour. In this rapidly evolving world, a new guiding force emerged to take up this responsibility- the NEP 2020. This policy aimed to shape and guide the coming generation of young minds to help them find their place in the new world.

The NEP 2020 came into effect during the academic year 2023-24. Under it, the 10+2 format of the education system has been replaced by a 5+3+3+4 structure, which emphasises the necessity of making education more inclusive and holistic right from the foundational stages. It also focuses on integrating vocational courses into mainstream education, thus expanding the horizons of every course available. Moreover, students are no longer limited to the outdated curriculum of earlier years but can mix and match their subjects according to their preferences. Students are now free to take science alongside history, a combination that would baffle older generations and seem nothing less than a taboo. Although it may seem unconventional, this change is entirely practical, as with the advancement of technology, the horizons of career options have broadened too. Additionally, with the growing influence of AI in every aspect of our lives, it has become even more important for us to have a proper skillset to make the most efficient use of AI instead of letting it dictate our lives. Thus, it becomes paramount to inculcate these skills in students from an early age, and this is what the NEP 2020 aims to achieve- to equip the youth with the necessary tools to achieve greater heights.

“If we teach today as we taught yesterday, we rob our children of tomorrow.” These words by John Dewey, an important figure in the philosophy of education, truly highlight the necessity of modernisation in education. While it is true that the introduction of technology in the field of learning may have its cons, the pros that accompany it heavily outweigh them. The ease of access, the affordability of quality content, and the introduction of skill enhancement and vocational courses are but a few benefits of technological integration. Embracing change can feel like standing at the edge of a cliff, unsure of what lies below with no bottom in sight, and the fear of falling may hold us back. But how will we learn to fly if we don't reach for the opportunity in front of us and take the leap?

Prerna Gautam, BA III

CAMPUS VOICES ON NEP 2020

1. What challenges do students face in adapting to the changes brought by NEP 2020?

The NEP 2020, for us, has introduced exciting changes, but honestly adapting to them can be really daunting, especially since we have been conditioned to rote learning since nursery. Being a first-year student, entering the college was like turning a new page of a book full of unknown ways and an unfamiliar atmosphere. We witnessed a break from the monotony of learning, offering a refreshing breath of air, but also struggles with managing multiple assignments, navigating an abundance of choices, and dealing with uncertainty about career pathways. To thrive in this new landscape, we were provided with guidance, access to resources and a strong support system. I strongly believe we must work together to make this transition as smooth as possible.

By Vanshika, BA I

2. How relevant has NEP turned out for the students?

Although I am personally not a part of the batch that follows a fully NEP- designed course, I often find myself wishing I was. I am genuinely impressed by this newly introduced reform in curriculum, since it grants greater academic liberty to students to choose subjects of their liking, across disciplines, providing them with a plethora of opportunities. This really gives students the chance to break free from the old, restrictive "course modules" they've been stuck with for so long, don't you think? It's like finally having the freedom to explore and learn in new ways. For students like me—who thrive on interdisciplinary learning to deepen subject understanding, explore its broader implications, and acquire new skills—the NEP is a truly welcome change.

By Vanshika Jamwal, BA II

3. NEP talks about reducing theoretical learning and laying great stress on applied knowledge. How well are the teachers adapting to these changes according to you?

As I am about to complete my Bachelor's degree, I do envy the first NEP batch of the college for being given a variety of courses specially curated according to the interests of the budding generation. The policy recently implemented by our college, encourages moving away from just memorizing facts. With such brilliant faculty at hand, this marked shift became notable as the teachers brought in interactive discussions, case studies, and problem-solving activities in the classrooms. The shift towards a student-centric approach is also evident in certain subjects, where open-ended questions and practical applications have become more common, especially when we look at the science and computer stream students. However, I strongly feel that this alone is not sufficient as the need of the hour is to bring about a significant change in the mentality of students by orienting them in the right direction.

By Jannat Chugh, BA III

4. How well do you think your college has adapted to the guidelines of the NEP?

Kudos to the college for effectively embracing the guidelines of the National Education Policy (NEP) 2020. By introducing value added and skill enhancement courses as part of the curriculum, practices and pursuits that are relevant to our everyday life and enrich the overall learning experience of

students have been acknowledged. It is wonderful to see the first-year students of the college delving into courses like digital marketing, bakery and architecture that cover a wide array of professions and ignite the entrepreneurial gusto in the students. Apart from that, in line with the goals of NEP 2020, the college has been frequently organizing seminars on important occasions. Since events feature notable guest speakers and help cultivate critical thinking and awareness among students, they align perfectly with the kind of applied learning NEP promotes. In my opinion, there has been a significant shift towards practical knowledge, with practical exams now carrying more weightage. This holistic approach prepares us for real-world challenges, making our education more meaningful and impactful.

By Aarushi Bakshi, BA II

5. How has the introduction of National Education Policy influenced your journey as a first-year student pursuing Computer Applications?

As a first-year BCA student, our batch has had the unique opportunity to be the first to experience the implementation of the National Education Policy (NEP) at our college. Though the timetable on certain days is really tiring and overburdening, we are enjoying this new approach to education which has brought about a significant shift in the way we learn and engage. I personally find this exciting because it allows me to explore topics outside of BCA (Bachelors in Computer Applications) that I might be interested in, something which does not pertain to my course but my passion drives me to pursue it. According to me, this has made learning process more interactive and accessible undoubtedly. We are able to study at our own convenience and it has substantially increased our exposure to technology.

By Simranjeet, BCA I

POETRY

MCM'S MISSION: EMPOWERING INDIA'S MISSION

India implements National Education Policy,
which promotes new skills with creativity.
For students' enlightenment and empowerment,
it emphasizes holistic development.

Let's explore subjects across streams
to fulfil every student's dream,
Quality education is the key
to build an equitable society.

It gives wings to your aspirations,
with new perspective and imagination,
Let's learn new skills with passion,
to build a skilled and powerful nation.

It focuses on both students and teachers,
with its unique and salient features.
It unlocks your full potential,
so that the growth becomes exponential.

It helps break many barriers,
let's become the knowledge carriers.
With technology and innovation,
let's push for an economic revolution.

A skilled nation is the key to success,
essential for the country's progress.
India's century is India's vision,
MCM DAV contributes to our Nation's mission.

Nancy Garg
Office staff

THE WINDS OF CHANGE

The sun rises and the sun falls.
I am by the shore,
And I'm being called.

The sky turns
From pink to spectre-grey.
I am alone,
Drowned in dismay.

A robin squeals across;
My empty gaze is now more lost.
Something's coming,
Something's cross.

A wind bellows through the pain;
I know now,
It's the wind of change.

It moves not a leaf,
But a mountain inside.
So, I change my course,
-Than chide.

I walk up to the ocean
And let the waves take me in.
I don't hold my breath;
I take it all in

Another gust and
Now I'm not fazed.
I know now,
It is the winds of change.

I see her again,
The robin; carrying my dreams on its wings
It doesn't pass this time,
Rather takes a round and sits by my side.
Her plumage, courageous and bright,
Gives me some hope, some spite.

I know now,
It wasn't meant to harm,
Only to change.

'Twas a friend,
Not a means to an end.

Hence, I opened my arms,
With a smile on my face;
I hereby welcomed,
The winds of change.

Jasreen Kaur
BA I

THE REAL SIDE

There's progress.

There's change.

It's not as bad.

You are safe.

It's just how they are.

Don't mind.

Let it go.

Just turn a blind eye.

Just cover yourself a bit more.

It's all better than before.

Just share your location on every ride.

That's all about the real side.

There's nothing more to the real side!

Don't start a drama.

Keep quiet.

All you want is for us to sympathise.

That is the only real side.

I barely ever walk alone.

I pretend someone's with me on the phone.

Their sole presence fills me with fear.

The dread in me has only ever grown.

My safety feels forever sacrificed.

But maybe this is not the real side.

You tell me that I am safe.

That it's just the way they behave.

But I have been trying to just survive.

To not become a news story's front page.

You tell me that it's all nothing.

That I should put my exaggeration aside.

You tell me to stop overreacting.

But let me give you the real side.

Let me give you the real side.

One where we struggle to stay alive.

Each one of us has a story.

But surely, we are so very naïve.

You think you know the real side.

But have you ever felt that fear inside?

All you know is to take out a candle march.

Oh, you know nothing of the real side!

Enayat Kaur Sandhu

BA I

BEING BLIND

My clothes will dissolve,
As I will too.
But first I'll rise
To see the sun anew.

Till I am but a floating cadaver,
Haunting the deep water,
Till even that ,
Is no longer left of me remained of me,

And I am one with me,
Dissolved in you.
To be reminded of you,
Since eternity.

Caught like a fish in the sea,
My hands match
The Depth of the sea
With gutted glands, I rise

From the depth of the sea
To kiss the sun,
Until nothing's left of me,
To be looking for you

Since eternity,
To drown, to find
You are the sea.

A VENTURE

As myriad searching gazes
traverse and scan youthful assemblage
An amalgamation that is nothing
but flesh and dreams

Among numerous phases
an elaborate act of longing so deranged
As though lasering through various euphoric beams
A reminiscing, swirling euphony.

Sing me a sweet farewell to your
brown curls and brilliant eyes,
An intrepid venture militating
Against my tired and weary strides.

Paridhi Sharma
BA III

PEACOCKS BY THE HILL

The jubilant ones, shy and timid
The iridescent hue, bright and vivid.
I hear them shriek, I hear them still
Oh the peacocks at dusk, by the hill.

Matching the rhythm of the rain's rattle,
Twirling and swaying beside the grazing cattle,
The thunder they hear, feeds their thrill
Oh, the peacocks at dusk, by the hill.

The hummock awaits, I'll ascend it one day
I'll forage a fallen feather, detached from the
array,

Finding the best one for my quill
Oh, the peacocks at dusk, by the hill.

NOBODY'S RICHES

"A man who'll spoil you, decorate you with all
the jewels and gold and diamonds..."

Diamond stars at midnight, sapphire skies.
The moon for a pearl and ruby sunsets—oh,
why I need
Somebody's riches...
When I've got all these?

"But a mansion so big, you'd have to get a map
to find your way around..."

Mansions made of bricks, somebody's lies and
tricks...

A cage for birds,

A bait for mice.

A crib for someone rich.

"The best kind of attire made of silk. All the
delicacies around the world and the finest
wine."

Fancy dresses made of silk,
Cocoa desserts served with milk,
I don't need some classy booze,
Or a pair of shiny shoes...

"I'll give you all my love, my fine maiden..."

Ah, this merry love—it's better and above.
I long for someone's touch, but asking is too
much.

I've seen the real pain
Of falling in love again...

Ira Thakur
BA-I

INKSPIRED JOURNEYS

"I don't think of all the misery, but of the beauty that still remains."

— Anne Frank

It is perhaps easier said than done to forget all the misfortunes one has faced and focus solely on the positives, even though they may still seem far off, like a mirage. Speaking for myself, I won't say that I have always been the happiest and that I have spent all my days without any care, tension or misery. Contrary to that, I've been terribly upset, especially last year when I developed a severe feeling of hopelessness. However, no matter what the circumstances may have been, I've always held steadfastly to the belief that nothing can stay bad forever. More often than not, I attribute this resilient ideology to books that I have read, which in this case is the emotional, heartbreaking yet optimistic diary of Anne Frank— *The Diary of a Young Girl*. For years, it has nurtured a culture of compassion, empathy, and understanding, but most importantly, hope, not only for others but for myself as well.

I must have been about 12 years of age when I first read Anne Frank's autobiographical Diary. I've always been drawn to books that evoke deep emotion and inspire personal growth. I still remember finishing Anne Frank's diary with a profound sense of transformation. From that day on, her words became a powerful influence on my personality and shaped the way I viewed life, others, and myself.

Her defiant personality and her burning passion to become a writer made me ambitious and strong willed about what I wanted to do in life. At that time, I was still going back and forth about the career path I would choose, but reading her work made me determined never to stray from what I would eventually decide upon. Two to three years after my first reading, I finally decided what I wanted to do. Over the next two years, it became such a big part of who I was that I was always referred to by my peers as 'Future so-and-so profession'. I have faced a lot of difficulties in having chosen this path (not from family, but from other circumstances) and I know the journey ahead well to be even tougher. Many times, in an emotional state, I have said that I don't want to pursue it anymore, but that was never true. It's natural and unavoidable, to feel down in the dumps at times. Whenever I said something like that, it was only because I wanted it so deeply that I feared I might not be able to fulfill my dreams, not because I wished to abandon them. Still, I've remained headstrong about what I want to do, and I will not give it up for anything in the world.

Last year, an unexpected and most unfortunate situation presented itself before me. After having worked hard and having almost no time for myself for two whole years, an obstacle prevented me from achieving something I had long wished and dreamed of. It was not my ultimate goal, I have a long way to go before I reach that, but it was something I deemed absolutely essential for achieving that ultimate goal. I was not entirely correct in thinking so, but having been conditioned for a long time and having made that particular achievement a very precious personal milestone, I was utterly devastated. It was in moments like these that Anne Frank's resilience and fortitude despite being in a situation more harrowing than mine, helped me along with other factors and my belief in God. Recovery hasn't been easy, but her patience and optimism continue to guide me. Thinking about it now, my situation is far less brutal and cruel than hers was. This is not to downplay my own feelings, but to remind myself that even when she was tested by the ultimate trial—death, she didn't lose hope. As I write this, that sad thought returns, but thinking of Anne strengthens me.

I decided I cannot spend my time feeling bad for myself having lost all hope. It wasn't easy but I started seeing the positive side of things, having accepted that fate knowing there is absolutely nothing I can do to change it. Of course, I was not dictated by what others felt I should do with my life. Nobody knows what one is going through, and the biggest they can offer is empathy and understanding. If somebody told me, or would have told anyone going through a hard time that “It's not a big deal”, it would have been highly offensive. Thankfully, I was given time to feel sad and after having enough self-reflection, I decided it is time I did something for myself. I started finding the joy in life again and became cheerful and optimistic about my future once more. I am again energized about future plans and am planning to work hard so that I have no regrets later on. I, at one point, felt that there is nothing good that will happen, but perhaps it was me who was unwilling to see all the good that was still left. If a girl of 13 while facing utmost tragedy can still maintain her hope of love and of moving forward in life, why can't I, who is given ample opportunities?

I am glad that I have moved on from that horrible phase of life. All in all, I've never wavered from the joy of doing what I love. Till that time, it was like I had seen or experienced nothing of how life works. The entire episode became a valuable life lesson for me. I may not always get what I want but I realized there will always be people and things that will help you turn things around. However, it is only if you hold on to faith in yourself and the beauty the world still offers you to explore, that you will be able to succeed. I am able to move forward because of that. It's also hard to say sad forever because as Anne Frank says, “What a wonderful thought it is that some of the best days of our lives haven't even happened yet.”

Mannat Varma

BA I

OUR LABYRINTHS

If the past is made of memories, the future is a collection of figments from our imagination, both so intangible, yet so treasured. The present, then, is simply the future fading into the past. We live it in the hope of seeing what lies ahead.

As John Green says, “*You spend the whole life stuck in the labyrinth, thinking how you will escape one day, how awesome it will be and imagining the future keeps you going but you never do it. You just use the future to escape the present.*”

Indeed, I think we all have our own labyrinths — personal mazes of struggle and uncertainty — but what binds us is the hope of eventually emerging from them. But what binds us together is the hope to come out of them and how our labyrinths of suffering have existed— in the past, in the present, and inevitably, in the future.

Perhaps it is our expectations that truly fuel our existence and thus, if I were to live up to the expectations of my own desires, it would be fulfilling. If I were to think of life as a perpetual maze, I would call myself lost. If I were to live with the thought of waiting for the inevitable end, I would be engulfed in despair. If I were to drift into the paper towns and never return, perhaps I would, undoubtedly. If I were to say I've lost much I cared about, and found even more to lose, I would.

Sidak Dhillon

BA I

THE STUDENTS' CORNER

THINK, SHARE, SOLVE

“Who Am I?”

Guess the famous literary character from the riddle-style clue.

- I live at 221B, solve crimes with my sharp eye, and trust only Watson. Who am I?
- I hosted lavish parties but all I ever wanted was one green light across the bay. Who am I?
- I told my tragic tale from an icy wasteland. I made life... and it haunted me. Who am I?
- I saw a dagger before me and followed its bloody path to power. Who am I?
- I shift through centuries and genders in Woolf's pages.
- I'm no saint, but I stood trial for defending a black man in the deep South. Who am I?
- My tale is set in a dystopia, and I live under the watchful eye of Big Brother. Who am I?
- I'm from the moors, and my love story is as wild as the winds. Who am I?
- I split into good and evil; science brought out my shadow self. Who am I?
- My pride and his prejudice kept us apart, but only for a while. Who am I?

ANSWERS: Sherlock Holmes, Jay Gatsby, Victor Frankenstein, Macbeth, Orlando, Atticus Finch, Winston Smith, Heathcliff, Dr. Jekyll / Mr. Hyde, Elizabeth Bennet.

“Who Said That?”

Guess the author or book from the quote.

- "It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife."
- "Big Brother is watching you."
- "All animals are equal, but some animals are more equal than others."
- "Whatever our souls are made of, his and mine are the same."
- "So we beat on, boats against the current, borne back ceaselessly into the past."
- "There is no greater agony than bearing an untold story inside you."
- "Beware; for I am fearless, and therefore powerful."
- "The man in black fled across the desert, and the gunslinger followed."
- "I am no bird; and no net ensnares me: I am a free human being with an independent will."
- "Call me Ishmael."

ANSWERS: *Jane Austen, Pride and Prejudice*, George Orwell, 1984, *George Orwell, Animal Farm*, Emily Brontë, *Wuthering Heights*, F. Scott Fitzgerald, *The Great Gatsby*, Maya Angelou, *I Know Why the Caged Bird Sings*, Mary Shelley, *Frankenstein*, Stephen King, *The Gunslinger*, Charlotte Brontë, *Jane Eyre*, Herman Melville, *Moby-Dick*.

CAN YOU GUESS THE SPOT?

Let's see how well you know the popular spots in college!

“Who Am I?”

Guess the famous literary character from the riddle-style clue.

- The spot for third-period cravings
- The perfect place for sun basking
- The heart of green serenity in college
- The sea of tangible knowledge
- The spot for the best mojitos and cheese fries
- The place for catching-up with friends
- The second home of every college student
- The place to learn, interact, and create
- The perfect spot for Insta-worthy pics
- The place where whatever you seek, you'll find it
- The place dreaded by students, loved by teachers
- The secret place everyone knows but rarely visits
- Where the curtains rise, the claps thunder and the walls take notes
- Source of organic food
- The spot to create lifelong memories



ANSWERS: Nescafe, Celebration Ground, Rishi Vatika, Library, Food Truck, Canteen, Classroom, Butterfly Garden, Tuck Shop, Staff Room, Gym, Golden Jubilee Hall, Botanical Garden, Mehr Chand Mahajan DAV College for Women

PAUSE AND REFLECT

In this fast-paced academic world, *THINK* is your corner to slow down — to reflect, question, and engage with ideas that challenge the ordinary.

In this edition, we explored themes around NEP 2020, interdisciplinary learning, and the evolving nature of education. But *thinking* doesn't end when the pages do.

So, here's something for you —

If you could talk to NEP 2020 as a peer, what questions or feedback would you give it?

Reflect. Imagine. Share your 100-word take with us for a chance to be featured in the next edition.

You can also send us your thoughts on this prompt:

“What's one thing you've unlearned this semester?”

To share your ideas, reach out to the *Mehr Jyoti* team or email us at englishdeptmehrijyoti@gmail.com

The magazine may be in your hands now — but the conversation is just beginning.

ओ३म्

संस्कृत—अनुभाग

सम्पादकीयम्

आधुनिक शिक्षा नीतिः राष्ट्रीय जीवनस्य आधारः अस्ति । सा न केवलं विद्यार्थिनः ददाति, अपि तु तेषां चरित्र निर्माणं करोति । आधुनिका शिक्षा नीतिः विद्यार्थिनः सर्वांगीण विकासः कर्तुम् उद्देश्यः दधाति । सा विद्यार्थिनः बौद्धिक, शारीरिक, भावनात्मक, चारित्रिक च विकासं कर्तुम् प्रयतते । आधुनिक शिक्षा नीतिः विद्यार्थिनः ज्ञानम् प्राप्तुम् अनेकाः अवसराः प्रददाति सा विद्यार्थिनः स्वयं अध्ययनकर्तुम् स्वयं अनुसंधान कर्तुम् च प्रोत्साहितम् करोति । आधुनिका शिक्षा नीतिः विद्यार्थिनः समाजे योगदानं दातुम् उद्देश्यम् दधाति । सा विद्यार्थिनः समाज सेवा, पर्यावरण संरक्षण, राष्ट्रीय निर्माणे योगदानं दातुम् प्रोत्साहितम् करोति । आधुनिका शिक्षा नीतिः विद्यार्थिनः जीवनस्य लक्ष्यं निर्धारयितुम् स्वयं जीवनस्य मार्गदर्शनम् कर्तुम् च प्रोत्साहितम् करोति । अस्माकं वेदाः, संस्कृत ग्रन्थाः अपि च कथयन्ति यत—

असतो मा सद्गमय ।

तमसो मा ज्योतिर्गमय ।

मृत्योर्मा मृतम् गमय ।

हे प्रभो! अस्मान् असत्यात् सत्यं प्रति नय । अंधकारात् प्रकाशं प्रति नय । मृत्योः अमृतं प्रति नय । इमं मानवः ईश्वरम् प्रार्थयति । मानव— जीवनस्य कर्तव्यम् अस्ति यत् सः विद्यां प्राप्य लोकहितं कार्यं कुर्यात् । अनेन तस्य जीवनं सफलं भविष्यति । उन्नतिं प्रति अग्रसरं भविष्यति । उक्तं च —

विद्या ददाति विनयं, विनयाद्याति पात्रताम् ।

पात्रत्वात् धनमाप्नोति, धनात् धर्मः ततः सुखम् ।

सांसारिकजीवने मनुष्यः लोभं, मोहं, कामं, क्रोधं च त्यक्त्वा हितकारीकार्यं कृतवान् । विद्यावान् एव जीवने कर्तव्याकर्तव्ययोः भेदं कर्तुं शक्नोति ।

अद्य प्रजातंत्रीययुगे तु विद्यायाः विशेषरूपेण आवश्यकता वर्तते । इदं सर्वदा सत्यमेव यत् “विद्या सर्वत्र पूज्यते” ।

अस्माकं महर्षिभिः मानवस्य जीवनं चतुर्षु भागेषु विभाजितमासीत् । तेषु प्रथमः भागः ब्रह्मचर्याश्रमनाम्ना प्रसिद्धः आसीत् । एषः एव अधुना विद्यार्थिकालः कथ्यते । प्राचीनकाले विद्यायाः पिपासु छात्रः निजगृहात् दूरं कस्मिन्नपि आश्रमे विद्याध्ययनं करोति स्मः । तपस्या—ब्रह्मचर्यपालन—गुरुसेवाप्रभृतीनि तस्य जीवनस्य उद्देश्यानि आसन् । एषु आश्रमेषु विद्यां प्राप्य

विद्यार्थिनः गृहस्थाश्रमं प्रविश्य जीवनं सफलं कुर्वन्ति स्म । दीक्षांतसमारोहे तेभ्यः एते उपदेशः दीयते स्म ।

मातृदेवो भव । पितृदेवो भव । आचार्यदेवो भव । अतिथिदेवो भव ।

अध्ययनकाले विद्यार्थिनः सुखानां त्यागः करणीयः भवति । सुखाभिलाषी विद्यार्थी विद्यायां प्रवीणतां प्राप्तुं न शक्नोति । परिश्रमी, गुरुजनोपसेवी, स्वाध्यायशीलः विद्यार्थी ज्ञानस्य अर्जनं सुखेन कुरुते । अतः उक्तमेव अस्ति—सुखार्थिनः कुतो विद्या विद्यार्थिनः कुतः सुखम् ।

आदर्शविद्यार्थी स एव भवति यः समयं पालयति । भोजने, अध्ययने, क्रीडायां च तेन संयमः करणीयः । विद्यार्थिनां पंचलक्षणानि उल्लिखितानि विद्यन्ते ।

काकचेष्टा बकोध्यानं श्वाननिद्रा तथैव च ।

अल्पाहारी गृहत्यागी विद्यार्थिपञ्चलक्षणम् ।।

विद्यार्थिना अध्ययनकाले सरलं जीवनं यापयितव्यम्, उच्चविचाराः च मनसि धारणीयाः, तत्कृते सदाचारस्य परिपालनं परमावश्यकम् । एतदपि आवश्यकं यत् असौ स्वावलम्बी स्यात् । परावलम्बी छात्रः कदापि उन्नतिं कर्तुम् न शक्नोति । तेन राजनीतेः दूरे स्थातव्यम् । समाजं प्रति यानि कर्तव्यानि सन्ति तानि प्रति तेन सावधानेन भवितव्यम् । अतः एतत् आवश्यकम् अस्ति यत् विद्यार्थी अध्ययनकाले सद्गुणानाम् उपार्जनं कुर्यात् । तदैव देशस्य समाजस्य च कल्याणं भवितुं शक्नोति ।

संस्कृतिः अनुरागिणः, संस्कृत प्रेमिणश्च सुहृद्वर्याः 'मेहर ज्योति' इति नाम्ना समाख्यातायाः महाविद्यालयस्य पत्रिकायाः प्रस्तौतुं संपादन्नितरां प्रसीदति मे मनः । पत्रिकैषा प्रतिवर्षं भवताम् भवताम् करकमलेषु समुपस्थिता भवति । पत्रिकायाः मुख्योद्देश्यं सत् छात्रासु अंतर्निहितं प्रतिभायाः अभिव्यक्तिरेवास्ति । ममपि सततं प्रयासः वर्तते यदस्याम् पत्रिकायाम् अधिकाधिकं छात्राणाम् रचनाः भवेयुः । नवोऽंकश्च सुरुचिपूर्णं स्यात् परमस्य मूल्यांकनं तु विज्ञपाठकाः स्वयंमेव करिष्यन्ति । वयं प्रत्येकदृष्ट्या प्रयत्नामहे यत् अंकः सुंदरतमो, रोचकः, प्रेरणाप्रदो, मनोहारी वा भवेत् । मम दृढ विश्वासः यदस्याः पत्रिकायाः प्रखरता रश्मयः भाविलेखिकानाम् मार्गम् प्रकाशितं करिष्यन्ति । अत्र मेहर ज्योति पत्रिकायाम् छात्राभिः विचारधाराम् संस्कृत भाषायाम् निबद्धकरणम् तु असहजम् तथापि निजेच्छानुसारेण संकलने छात्राभिः अद्भुतोत्साहम् प्रदर्शयमास, यैः छात्राणाम् रुचिः विषयं प्रति कृतित्वक्षमता स्पष्टं परिलक्ष्यते ।

विषयवस्तु चयने काश्चित् रचना न चयनिता प्रकाशनार्थं किन्तु ताभिः निरसनम् न भवेयुः । प्रयत्नं कुर्युः । यतः प्रयत्नशीलः एव जयति । मेहर— ज्योति पत्रिकायाः नवोदित लेखिकानाम् उन्मुक्त विकासार्थम् मम शुभकामनाः ।

‘सम्पादकीय’

डा० सीमा कंवर

संस्कृत विभाग

छात्र संपादिका

शिक्षा को पुनर्जीवित करने के लिए एनईपी २०२०

ज्ञान के बिना मनुष्य केवल एक पशु के समान है — भर्तृहरि ।

- राष्ट्रीय शिक्षा नीति (एनईपी) 2020 21वीं सदी की पहली शिक्षा नीति है, जिसका उद्देश्य वैश्विक स्तर के बराबर होने के लिए हमारे देश की कई बढ़ती विकासात्मक अनिवार्यताओं को संबोधित करना है। यह नीति एक नई प्रणाली बनाने के लिए शिक्षा के सभी पहलुओं को संशोधित और पुनर्निर्मित करने का प्रस्ताव करती है जो भारत की परंपराओं और मूल्य प्रणालियों के अनुरूप 21वीं सदी की शिक्षा के महत्वाकांक्षी लक्ष्यों को अपनाती है।
- विद्या नाम नरस्य रूपमधिकं प्रच्छन्नगुप्तं धन
विद्या भोगकारी यशःसुखकारी विद्या गुरुणां गुरुः ।
विद्या बन्धुजनो विदेशगमने विद्या परा देवता
विद्या राजसु पूजिता न तु धनं विद्याविहीनः पशुः ॥ [भर्तृहरि]

भारतीय दर्शन में ज्ञान, बुद्धि और सत्य की खोज को सदैव सर्वोच्च मानवीय लक्ष्य माना गया है। प्रागैतिहासिक भारत में शिक्षा का उद्देश्य आत्म-मुक्ति के लिए ज्ञान प्राप्त करना था। तक्षशिला और नालंदा जैसे प्राचीन भारतीय संस्थानों ने बहु-विषयक शिक्षण और अनुसंधान के लिए मानक ऊंचे स्थापित किए और दुनिया भर से छात्रों को आकर्षित किया। चरक, सुश्रुत, आर्यभट्ट, वराहमिहिर, भास्कराचार्य, चाणक्य, पाणिनि, पतंजलि, नागार्जुन, पिंगला, शंकरदेव, मैत्रेयी, गार्गी और तिरुवल्लीवर जैसे महान शास्त्रीय भारतीय विद्वानों ने ज्ञान के विभिन्न क्षेत्रों में अमिट प्रभाव छोड़ा है। जैसे गणित, खगोल विज्ञान, धातु विज्ञान, चिकित्सा विज्ञान और सर्जरी, सिविल इंजीनियरिंग, वास्तुकला, जहाज निर्माण और नेविगेशन, योग, ललित कला, शतरंज, और बहुत कुछ।

- हर्तुर्याति न गोचरं किमपि शं पुष्पाति यत्सर्वदा
ह्यर्थिभ्यः प्रतिपाद्यमानमनिशं प्राप्नोति वृद्धिं पराम् ।
कल्पान्तेष्वपि न प्रयाति निधनं विद्याख्यमन्तर्धन
येषां तान्प्रति मानमुज्जत नृपाः कस्तैः सह स्पर्धते ॥ [भर्तृहरि]
- इन समृद्ध विरासतों के पुनर्जागरण को नई शिक्षा प्रणाली से संबंधित आधुनिक शिक्षाशास्त्र के साथ जोड़ा गया है। प्रत्येक छात्र की अद्वितीय क्षमताओं को पहचानना, पहचानना और बढ़ावा देना, बहु-अनुशासनात्मकता और समग्र शिक्षा, वैचारिक समझ पर जोर देना, रचनात्मकता और आलोचनात्मक सोच, बहुभाषावाद को बढ़ावा देना, जीवन कौशल पर ध्यान केंद्रित करना, प्रौद्योगिकी का व्यापक उपयोग, शिक्षकों को सीखने की प्रक्रिया का केंद्र बनाना, गुरुकुल और आश्रम जैसी हमारी प्रारंभिक शिक्षा प्रणालियों का अभिन्न अंग इसके मूल सिद्धांत हैं।
- साहित्यसङ्गीतकलाविहीनः साक्षात्पशुः पुच्छविषाणहीनः ।
तृणं न खादन्नपि जीवमानस्तद्भागधेयं परमं पशूनाम् ॥ [भर्तृहरि]

इस शिक्षा नीति में संस्कृत को आधुनिक युग के अनुरूप व समाजोपयोगी मनाने पर विशेष बल है। अब संस्कृत का छात्र डॉक्टर, इंजीनियर, वैज्ञानिक और अन्य उन सभी क्षेत्रों में जा सकता है जहां वह संपूर्ण विश्व को अपने ज्ञान से लाभान्वित कर सकता है।

- व्यालंबालमृणालतन्तुभिरसौ रोद्धुं समुज्जुम्भते छेतुं वज्रमणीञ्छिरीषकुसुमप्रान्तेन सन्नह्यते ।
माधुर्यं मधुबिन्दुना रचयितुं क्षाराम्बुधेरीहते
नेतुं वाञ्छति यः खलान्पथि सतां सूक्तैः सुधास्यन्दिभिः ॥ [भर्तृहरि]

नीति दस्तावेज सभी के लिए समावेशी, न्यायसंगत और उच्च गुणवत्ता वाली शिक्षा के प्रासंगिक घटकों को व्यवस्थित रूप से जोड़ता है, जिससे भारत एक वैश्विक ज्ञान महाशक्ति या 'विश्वगुरु' में बदल जाता है। यह नीति आधुनिक विचार के साथ प्राचीन ज्ञान के सहजीवन के रूप में सतत विकास और जीवन और वैश्विक कल्याण पर जोर देने के साथ भारतीय संस्कृति में जड़ता की भावना को शामिल करती है।

विद्यां ददाति विनयं विनयाद् याति पात्रताम् ।

पात्रत्वात् धनमाप्नोति धनात् धर्मं ततः सुखम् ॥

कौशल संवर्धन और डिजिटल सशक्तिकरण

राष्ट्रीय शिक्षा नीति (NEP) 2020 का दूसरा संस्करण, जिसे NEP Edition 2 कहा जाता है, भारत में शिक्षा क्षेत्र को समकालीन जरूरतों के अनुसार एक नई दिशा प्रदान करता है। इस नीति का एक महत्वपूर्ण पहलू “कौशल संवर्धन और डिजिटल सशक्तिकरण” है, जो देश के युवाओं और छात्रों के लिए एक मजबूत और व्यावसायिक रूप से सक्षम भविष्य बनाने पर ध्यान केंद्रित करता है।

1. कौशल संवर्धन: NEP 2.0 में कौशल आधारित शिक्षा को बढ़ावा दिया गया है। इसका उद्देश्य छात्रों को केवल शैक्षिक जानकारी नहीं, बल्कि जीवन कौशल, तकनीकी कौशल और व्यावसायिक कौशल भी प्रदान करना है। इसमें प्रमुख रूप से निम्नलिखित पहलुओं पर जोर दिया गया है:

मूलभूत और उच्च कौशल विकास: छात्रों को उनकी रुचियों और क्षमताओं के अनुसार विभिन्न प्रकार के कौशल प्रशिक्षण की सुविधा प्रदान की जाती है।

‘प्रैक्टिकल और एप्लाइड लर्निंग: शिक्षा को अधिक व्यावहारिक और उद्योग आधारित बनाया गया है, ताकि छात्र वास्तविक जीवन की समस्याओं को हल कर सकें।

‘औद्योगिक प्रशिक्षण और इंटरनशिप: छात्रों के लिए औद्योगिक प्रशिक्षण और इंटरनशिप के अवसर बढ़ाए गए हैं, जिससे वे अपनी पढ़ाई के साथ-साथ वास्तविक दुनिया के अनुभव प्राप्त कर सकें।

‘2. डिजिटल सशक्तिकरण: NEP 2.0 के तहत, डिजिटल शिक्षा और प्रौद्योगिकी के प्रयोग को बढ़ावा दिया गया है। डिजिटल सशक्तिकरण के अंतर्गत: ‘ऑनलाइन शिक्षा:’ महामारी के दौरान ऑनलाइन शिक्षा की महत्ता को समझा गया और इसे शिक्षा के एक महत्वपूर्ण हिस्से के रूप में स्थापित किया गया। अब, डिजिटल प्लेटफार्मों पर विभिन्न विषयों की जानकारी और शिक्षा प्राप्त करना अधिक आसान और सुलभ हो गया है।

‘शिक्षकों के लिए डिजिटल प्रशिक्षण: शिक्षकों को डिजिटल उपकरणों और तकनीकी माध्यमों से प्रशिक्षित किया जाता है, ताकि वे छात्रों को बेहतर तरीके से शिक्षा प्रदान कर सकें।

‘नवीनतम तकनीकी उपकरणों का समावेश: NEP 2.0 के माध्यम से छात्रों को नवीनतम तकनीकी उपकरणों का उपयोग करके अपनी शिक्षा को और प्रभावी बनाने की दिशा में मार्गदर्शन दिया जाता है।

‘3. समाज और अर्थव्यवस्था में योगदान: कौशल संवर्धन और डिजिटल सशक्तिकरण के माध्यम से NEP 2.0 का उद्देश्य न केवल छात्रों को एक मजबूत शिक्षा देना है, बल्कि उन्हें समाज और अर्थव्यवस्था में सक्रिय योगदान करने के लिए भी तैयार करना है। यह नीति छात्रों को आत्मनिर्भर बनने के लिए प्रोत्साहित करती है और भारत को एक ज्ञान प्रधान समाज में बदलने का प्रयास करती है।

‘4. संस्कृत का समावेश: NEP 2.0 में भारतीय सांस्कृतिक धरोहर और भाषाओं की महत्वपूर्ण भूमिका को भी पहचाना गया है। संस्कृत भाषा को पुनः उभारने और इसे आधुनिक शिक्षा के साथ जोड़ने की दिशा में कई कदम उठाए गए हैं। संस्कृत को न केवल एक प्राचीन भाषा के रूप में देखा जाता है, बल्कि यह एक सशक्त और समृद्ध ज्ञान परंपरा का प्रतिनिधित्व करती है।

‘संस्कृत में शिक्षा का समावेश: NEP 2.0 में संस्कृत को एक शैक्षिक विषय के रूप में पुनः स्थापित करने की योजना बनाई गई है, जिससे छात्र इसे केवल एक भाषा के रूप में नहीं, बल्कि एक गहरी सांस्कृतिक और ऐतिहासिक धरोहर के रूप में समझ सकें।

‘संस्कृत का व्यावसायिक उपयोग: संस्कृत का अध्ययन छात्रों को तर्कशक्ति, विश्लेषणात्मक सोच और भाषाई कौशल में सुधार करने में मदद करता है, जो किसी भी पेशेवर क्षेत्र में काम आ सकता है।

‘संस्कृत डिजिटल शिक्षा में: डिजिटल माध्यमों द्वारा संस्कृत की शिक्षा को भी बढ़ावा दिया जा रहा है, ताकि यह नई पीढ़ी के बीच और अधिक सुलभ हो सके।

‘संस्कृत भाषा एवं कौशल सम्वर्धन:

संस्कृत भाषा भारतीय संस्कृति और सभ्यता की एक महत्वपूर्ण भाषा है। यह भाषा वेदों, उपनिषदों, पुराणों, और अन्य प्राचीन ग्रंथों में प्रयोग की गई है। संस्कृत भाषा का ज्ञान हमें अपनी संस्कृति और इतिहास को समझने में मदद करता है।

संस्कृत भाषा के कुछ महत्वपूर्ण कौशल

1. 'व्याकरण': संस्कृत भाषा का व्याकरण जानना बहुत महत्वपूर्ण है।
2. 'शब्दावली': संस्कृत भाषा की शब्दावली का ज्ञान होना चाहिए।
3. 'वाचन': संस्कृत भाषा के शब्दों और वाक्यों का सही वाचन करना आना चाहिए।
4. 'लेखन': संस्कृत भाषा में लेखन करना भी एक महत्वपूर्ण कौशल है।

संस्कृत भाषा के सम्वर्धन के कुछ तरीके

1. 'पाठ्यक्रम': संस्कृत भाषा को पाठ्यक्रम में शामिल करना।
2. 'पुस्तकालय': संस्कृत भाषा की पुस्तकों का संग्रह करना।
3. 'कार्यशाला': संस्कृत भाषा की कार्यशाला आयोजित करना।
4. 'ऑनलाइन पाठ्यक्रम': संस्कृत भाषा के ऑनलाइन पाठ्यक्रम आयोजित करना।

'संस्कृत भाषा एवं डिजीटल सशक्तिकरण:'

संस्कृत भाषा का डिजीटल सशक्तिकरण एक महत्वपूर्ण कदम है जो इस प्राचीन भाषा को आधुनिक युग में प्रासंगिक बनाने में मदद कर सकता है।

संस्कृत भाषा के डिजीटल सशक्तिकरण के कुछ तरीके

1. 'ऑनलाइन पाठ्यक्रम': संस्कृत भाषा के ऑनलाइन पाठ्यक्रम आयोजित करना।
2. 'डिजीटल पुस्तकालय': संस्कृत भाषा की पुस्तकों का डिजीटल संग्रह करना।
3. 'संस्कृत भाषा के ऐप्स': संस्कृत भाषा के ऐप्स विकसित करना।
4. 'सोशल मीडिया पर संस्कृत': सोशल मीडिया पर संस्कृत भाषा का प्रचार करना।
5. 'डिजीटल संस्कृत भाषा के पोर्टल': डिजीटल संस्कृत भाषा के पोर्टल विकसित करना।

संस्कृत भाषा के डिजीटल सशक्तिकरण के लाभ

1. 'व्यापक पहुंच': संस्कृत भाषा की व्यापक पहुंच हो रही है।
2. 'आधुनिकीकरण': संस्कृत भाषा का आधुनिकीकरण हुआ है।
3. 'प्राचीन ज्ञान का संरक्षण': प्राचीन ज्ञान का संरक्षण हुआ है।
4. 'संस्कृत भाषा का प्रचार': संस्कृत भाषा के प्रचार में सहायक हुआ है।
5. 'नई पीढ़ी के लिए प्रासंगिक': संस्कृत भाषा को नई पीढ़ी के लिए प्रासंगिक बनाना है।

NEP Edition 2, कौशल संवर्धन और डिजीटल सशक्तिकरण को शिक्षा का अभिन्न हिस्सा बनाकर देश को भविष्य के लिए तैयार करने का एक अहम कदम है। यह नीति छात्रों को एक समृद्ध और सक्षम भविष्य की ओर मार्गदर्शन प्रदान करती है, जहां वे केवल शिक्षा नहीं, बल्कि अपने कौशल और डिजीटल तकनीकी ज्ञान के आधार पर आत्मनिर्भर और सक्षम नागरिक बन सकें।

'छात्र सम्पादिका'
गीता
बी. ए. तृतीय वर्ष

वैदिक मंत्र

2 'स्वास्तिक मंत्र'

ॐ स्वस्ति न इन्द्रो वृद्धश्रवाः । स्वस्ति नः पूषा विश्ववेदाः । स्वस्ति नस्ताक्षर्यो अरिष्टनेमिः । स्वस्ति नो बृहस्पतिर्दधातु ॥

अर्थ:-

स्वास्तिक मंत्र का अर्थ:- हे इंद्र देव, जो महान कीर्ति रखने वाले हैं वह हमारा कल्याण करें। सम्पूर्ण विश्व में ज्ञान के स्वरूप आप हैं। पूषादेव, हमारा कल्याण करें। जिसका हथियार अटूट है हे गरुड़ भगवान हमारा मंगल करो। हे वृहस्पति देव हमारा कल्याण करो।

2 'ओ३म् अयन्त इध्म आत्मा जातवेदस्तेनेध्यस्व वर्धस्व चेद्धवर्धय चास्मान् प्रजया पशुभिः ब्रह्मवर्चसेनात्राद्येन समेधय स्वाहा । इदमग्नये जातवेदसे इदन्न मम ॥'

'अन्वयार्थ' (ओ३म्) हे परमात्मन् (जातवेदः) उत्पन्नो में विद्यमान अग्निवत् प्रकाशक परमेश्वर! (अयं) यह मेरा (आत्मा) आत्मा (ते) तेरे लिये (इध्मः) ईधन है। (तेन) उससे (इध्यस्व) प्रदीप्त हो (वर्धस्व) बढ़, (च) और (इद्ध) प्रदीप्त कर (वर्धय) बढ़ा। (च) और (अस्मान्) हमें (प्रजया) प्रजा से (पशुभिः) पशुओं से (ब्रह्मवर्चसेन) ब्राह्म तेज से (अन्नाद्येन) खाने योग्य अन्न से (सम्) भली प्रकार (एधय) समृद्ध कर। (इदं) यह आहुति (अग्नये) परमेश्वरार्पण है। (इदं) यह (मम) मुझ एक की (न) नहीं। उधर अग्नि में समिधा डालते हैं, इधर आत्मा को परमात्मा के समर्पण करते हैं।

'अर्थ'— हे परमात्मन् उत्पन्नो में विद्यमान अग्निवत् प्रकाशक परमेश्वर! यह मेरा आत्मा तेरे लिये ईधन है। उससे प्रदीप्त हो, बढ़, और प्रदीप्त कर, बढ़ा। और हमें प्रजा से, पशुओं से, ब्रह्म तेज से, खाने योग्य अन्न से भली प्रकार समृद्ध कर। यह आहुति परमेश्वरार्पण है। मुझ एक की नहीं।

'भावार्थ'—हे घट घट वासी भगवान यह मेरी आत्मा तेरे लिए ईधन रूप है (जैसे कि यह समिधा अग्नि की आत्मा है)। मुझमें तू प्रकाशित होकर प्रेरणा कर जिसमें मैं कल्याण मार्ग में आगे बढ़ूँ। परमेश्वर की ज्योति से हमारी आत्मा ज्योतिर्मय हो। हमें तू स्वास्थ्य, आज्ञाकारी पुत्र, पौत्र, सेवक आदि प्रजा से प्रतिष्ठित कर। गो आदि पशुओं एवं दूध, घी अन्न आदि खाद्य पदार्थों से समृद्ध कर। आत्मिक उन्नति में भी हमारे सहायक हो। परमात्मन्! जो कुछ हम आहुति दे रहे हैं, सब आपका ही है, हमारा कुछ नहीं। इसमें शुद्ध भावना यह है कि मैं यह प्रकाश पाकर प्रभु के अर्पण करूँ। प्रजा, पशु, वेदवानी के ज्ञान—विज्ञान का तेज अन्न आदि पा कर भी मैं इन्हें अपना न समझूँ। अपितु वास्तव में जो अग्नि स्वरूप प्रभु हैं, उसके अर्पण करूँ। उसको संतान के लिए त्याग करना प्रभु के अर्पण करना है।

3 'भद्रं नो अपि वातय मनः ॥'

हे प्रकाशस्वरूप परमेश्वर! हमारे मन को प्रेरित कर कि वह लोगों के कल्याण करने वाले शुभ कर्मों की ओर जाए। (ऋग्वेद १०—२०—१) O God, that enlightens! Inspire our minds to move towards auspicious deeds that bring welfare to people. (Rig Veda 10-20-1)

अनन्दिता सिंह
बी.ए. — द्वितीय वर्ष

संस्कृत भाषा का आनलाइन पाठ्यक्रम

संस्कृत भाषा का आनलाइन पाठ्यक्रम निम्नलिखित उद्देश्यों को पूरा करने के लिए डिजाइन किया गया है:

1. 'संस्कृत भाषा का परिचय': संस्कृत भाषा का परिचय देना।
2. 'संस्कृत भाषा का व्याकरण': संस्कृत भाषा का व्याकरण सिखाना।
3. 'संस्कृत भाषा का शब्दावली': संस्कृत भाषा का शब्दावली सिखाना।
4. 'संस्कृत भाषा का वाचन': संस्कृत भाषा का वाचन सिखाना।
5. 'संस्कृत भाषा का लेखन': संस्कृत भाषा का लेखन सिखाना।

संस्कृत भाषा का आनलाइन पाठ्यक्रम निम्नलिखित विशेषताओं को प्रदान करता है:

1. 'वीडियो लेक्चर': वीडियो लेक्चर के माध्यम से संस्कृत भाषा का अध्ययन।
2. 'ऑडियो और वीडियो सामग्री': ऑडियो और वीडियो सामग्री के माध्यम से संस्कृत भाषा का अभ्यास।
3. 'ऑनलाइन परीक्षण': ऑनलाइन परीक्षण के माध्यम से संस्कृत भाषा का मूल्यांकन।
4. 'व्यक्तिगत ध्यान': व्यक्तिगत ध्यान के माध्यम से संस्कृत भाषा का अध्ययन।
5. 'संस्कृत भाषा के प्रमाण पत्र': संस्कृत भाषा के प्रमाण पत्र की प्राप्ति।

संस्कृत भाषा का आनलाइन पाठ्यक्रम निम्नलिखित योग्यता वाले व्यक्तियों के लिए उपयुक्त है:

1. 'संस्कृत भाषा में रुचि': संस्कृत भाषा में रुचि रखने वाले व्यक्तियों के लिए उपयोगी है।
2. 'संस्कृत भाषा का प्रारंभिक ज्ञान': संस्कृत भाषा का प्रारंभिक ज्ञान रखने वाले व्यक्तियों के लिए उपयोगी है।
3. 'ऑनलाइन पाठ्यक्रम में रुचि': ऑनलाइन पाठ्यक्रम में रुचि रखने वाले व्यक्तियों के लिए भी उपयोगी है।

'कुछ विशिष्ट PDF लिंक':

सीटेट संस्कृत नोट्स: <https://testbook.com/blog/hi/ctet-sanskrit-notes/>

संस्कृत अध्ययन नोट्स के महत्वपूर्ण टॉपिक्स: <https://testbook.com/blog/hi/ctet-sanskrit-notes/>

संस्कृत भाषा शिक्षण के लिए सर्वोत्तमोऽयं विधि: <https://testbook-com/question&answer/%E0%A4%B8%E0%A4%82%E0%A4%B8%E0%A5%8D%E0%A4%95%E0%A5%83%E0%A4%A4&%E0%A4%AD%E0%A4%BE%E0%A4%B7%E0%A4%BE&%E0%A4%B6%E0%A4%BF%E0%A4%95%E0%A5%8D%E0%A4%B7&&62eb8d939ba261a6fb6ccef7>

संस्कृतभाषाशिक्षणस्य प्रथमं सोपानं भवेत:

<https://testbook-com/question&answer/ques&&6156b2a87a5f19a49fd7fd18>

संस्कृतभाषाशिक्षणे सर्वप्रथमं भाषाकौशलं विद्यते:

<https://testbook-com/question&answer/ques&&62e5641465484fcb7120ffe1>

स्नेहा
बी. ए. तृतीय वर्ष

संस्कृत में सुभाषित

जीवन पर सुभाषित

1. 'आत्मानं मां विजानीहि': अपने आप को जानो ।
2. 'स्वधर्मे निधनं श्रेयः': अपने धर्म में मरना ही सबसे अच्छा है ।
3. 'जीवनम् सार्थकं कुरु': अपना जीवन सार्थक बनाओ ।

शिक्षा पर सुभाषित

1. 'विद्या ददाति विनयम्': शिक्षा विनम्रता देती है ।
2. 'शिक्षा सर्वभूतानां': शिक्षा सभी जीवों के लिए है ।
3. 'ज्ञानं परमं ध्येयम्': ज्ञान ही सबसे बड़ा लक्ष्य है ।

साहस पर सुभाषित

1. 'साहसं विजयते सर्वम्': साहस सब कुछ जीतता है ।
2. 'निर्भयः सर्वभूतेषु': सभी जीवों में निर्भय रहना ।
3. 'धैर्यं धारयते लोकम्': धैर्य से ही संसार को धारण किया जा सकता है ।

मित्रता पर सुभाषित

1. 'मित्रं प्रियवादी च': मित्र प्रिय वचन बोलता है ।
2. 'मित्राणि सहायकरणम्': मित्र सहायता करने वाले होते हैं ।
3. 'मित्रं सर्वसुखं ददाति': मित्र सभी सुख देता है ।

वैदिक शिक्षा सुख शान्ति हेतु प्रार्थना

1— कृधि मा देववन्तम् । ऋ.६.४७.१०

हे ईश्वर! मुझे आस्तिक बना दो ।

2— जातवेदरूपुनीहि मा । यजुर्वेद १६.३६

हे सर्वज्ञ प्रभो ! मुझे पवित्र कर दो ।

3— घृतं मे चक्षुरमृतं म आसन् । सामवेद— ६१३

हे ईश्वर! मेरी आंखों में स्नेह व वाणी में मिठास हो ।

4— रमन्तां पुण्या लक्ष्मीरु । अथर्व ७.११५.४

हे ईश्वर! मेरे घर में पवित्र कमाई हो ।

5— मा श्रुतेन वि राधिषि । अथर्व १.१.४

हे ईश्वर ! हम वेदोपदेश के विपरीत न चलें ।

6— पितेव नरुश्रुणुहि । ऋ.१.१०४.६

हे ईश्वर ! पिता की भाँति हमारी पुकार को सुनो ।

7— मेधां धाता ददातु मे । यजुर्वेद ३२.१५

हे ईश्वर! मुझे मेधा बुद्धि दो ।

8— मे वरुण श्रुधी हवम् । यजुर्वेद २१.१

हे वरुणदेव! मेरी प्रार्थना को सुनो ।

9— सूर्यस्यावृतमन्वावर्ते । यजुर्वेद २.२६

हे ईश्वर ! मैं सूर्य के समान व्रती बनूँ ।

10— अग्ने अनृणो भवामि । यजुर्वेद १६.११

हे ईश्वर! मैं सदा ऋण से मुक्त रहूँ ।

11— कृधी नो यशसो । सामवेद —४७६

हे ईश्वर! हमें यशस्वी बनाओ ।

12— भद्रं श्लोकं श्रुयासम् । अथर्ववेद १६.२.४

हे ईश्वर! मैं मन्त्र श्लोक आदि कल्याणकारी शब्द सुनूँ ।

निष्कर्ष — प्रतिदिन प्रातः सायं ईश्वर से बल विद्या बुद्धि की प्राप्ति हेतु प्रार्थना करें ।

खुशदीप कौर
बी. ए. प्रथम वर्ष

संस्कृत भाषायाः महत्त्वं

संस्कृतं नाम भाषाणां मातृभाषा प्राचीनतमा ।
वेदानां सारभूता च संस्कृतं भाष्यते बुधैः ॥

अर्थः संस्कृत नाम की भाषा सभी भाषाओं की मातृभाषा है, सबसे प्राचीन है, वेदों का सार है, और बुद्धिमान लोगों द्वारा बोली जाती है ।

संस्कृतं भाष्यते देवैः संस्कृतं वेदपारगैः ।
संस्कृतं भाष्यते विद्वान् संस्कृतं शास्त्रपारगैः ॥

अर्थः संस्कृत देवताओं द्वारा बोली जाती है, वेदों के ज्ञाताओं द्वारा, विद्वानों, और शास्त्रों के ज्ञाताओं द्वारा ।

संस्कृत भाषायाः महत्त्वं विश्वभाषासु प्रथमम् ।
संस्कृतं भाष्यते सर्वैः संस्कृतं ज्ञायते बुधैः ॥

अर्थः संस्कृत भाषा का महत्त्व विश्व की भाषाओं में प्रथम है, संस्कृत सभी द्वारा बोली जाती है, और बुद्धिमान लोगों द्वारा समझी जाती है ।

संस्कृत भाषा भारतीय संस्कृति की आधारशिला है । यह भाषा न केवल भारत की प्राचीन भाषा है, बल्कि यह विश्व की सबसे प्राचीन और समृद्ध भाषाओं में से एक है ।

संस्कृत का महत्त्व

1. 'सांस्कृतिक महत्त्व': संस्कृत भाषा भारतीय संस्कृति का प्रतीक है । इसमें हमारे पूर्वजों की ज्ञान, दर्शन, और संस्कृति का संग्रह है ।
2. 'धार्मिक महत्त्व': संस्कृत भाषा हिंदू धर्म की पवित्र भाषा है । इसमें हमारे धार्मिक ग्रंथ, जैसे कि वेद, उपनिषद, और पुराण, लिखे गए हैं ।
3. 'वैज्ञानिक महत्त्व': संस्कृत भाषा में विज्ञान और प्रौद्योगिकी के क्षेत्र में महत्वपूर्ण योगदान है । इसमें हमारे पूर्वजों की वैज्ञानिक खोजों और आविष्कारों का वर्णन है ।
4. 'साहित्यिक महत्त्व': संस्कृत भाषा में साहित्य की एक समृद्ध परंपरा है । इसमें हमारे पूर्वजों की कविता, नाटक, और कहानियों का संग्रह है ।
5. 'शिक्षा का महत्त्व': संस्कृत भाषा का अध्ययन करने से हमें हमारी संस्कृति, इतिहास, और दर्शन के बारे में जानकारी मिलती है ।

संस्कृत की विशेषतां,

1. 'प्राचीनता': संस्कृत भाषा विश्व की सबसे प्राचीन भाषाओं में से एक है ।
2. 'समृद्धि': संस्कृत भाषा में साहित्य, दर्शन, और विज्ञान की एक समृद्ध परंपरा है ।
3. 'सार्वभौमिकता': संस्कृत भाषा विश्व की सभी भाषाओं के लिए, एक साझा आधार प्रदान करती है ।
4. 'संस्कृति का प्रतीक': संस्कृत भाषा भारतीय संस्कृति का प्रतीक है ।

इस प्रकार, संस्कृत भाषा का महत्त्व हमारी संस्कृति, इतिहास, और दर्शन के लिए बहुत अधिक है । इसका अध्ययन करने से हमें हमारी जड़ों को समझने और हमारी संस्कृति को समृद्ध बनाने में मदद मिलती है ।

तमन्ना कुमार
बी. ए. प्रथम वर्ष

संस्कृत में दस सूक्तियां

1. **आत्मविश्वास**
आत्मविश्वासः सर्वसिद्धीनां मूलम् ।
अर्थः— आत्मविश्वास सभी सफलताओं का मूल है ।
2. **कर्म**
कर्मण्येवाधिकारस्ते मा फलेषु कदाचन ।
अर्थः— तुम्हारा अधिकार केवल कर्म करने का है, फल की इच्छा मत करो ।
3. **ज्ञान**
ज्ञानं परमं ध्येयम् ।
अर्थः— ज्ञान ही सबसे बड़ा लक्ष्य है ।
4. **साहस**
साहसं विजयते सर्वम् ।
अर्थः— साहस सब कुछ जीतता है ।
5. **मित्रता**
मित्राणि सहायकरणम् ।
अर्थः— मित्र सहायता करने वाले होते हैं ।
6. **निर्भयता**
निर्भयः सर्वभूतेषु ।
अर्थः— सभी जीवों में निर्भय रहना ।
7. **धैर्य**
धैर्यं धारयते लोकम् ।
अर्थः— धैर्य से ही संसार को धारण किया जा सकता है ।
8. **सत्य**
सत्यम् वद धार्मिको भव ।
अर्थः— सत्य बोलो और धार्मिक बनो ।
9. **करुणा**
करुणा सर्वभूतेषु ।
अर्थः— सभी जीवों में करुणा रखो ।
10. **आत्मसंयम**
आत्मसंयमः सर्वसिद्धीनां मूलम् ।
अर्थः— आत्मसंयम सभी सफलताओं का मूल है ।

अंशिका भारद्वाज
बी. ए. प्रथम वर्ष

संस्कृत भाषा की डिजिटल पुस्तकालयों में उपलब्ध सामग्री

संस्कृत लाइब्रेरी (Sanskrit Library):

यह एक डिजिटल पुस्तकालय है जो संस्कृत में शिक्षा और शोध को सुविधाजनक बनाने के लिए समर्पित है।

संस्कृत ई-बुक्स (Sanskrit E-books):

यह वेबसाइट विभिन्न साइटों जैसे स्क्रिब्ड, मीडियाफायर, ibiblio-org, esnips, archive-org आदि पर मुफ्त डाउनलोड योग्य संस्कृत ई-बुक्स की सूची उपलब्ध कराती है।

नेपाल की डिजिटल लाइब्रेरी:

नेपाल की डिजिटल लाइब्रेरी (<http://pustakalaya-org>) पर संस्कृत के लिए खोजे गए भाग पर उपलब्ध है।

ई-ग्रंथालय:

यह एक डिजिटल पुस्तकालय है जो संस्कृत पुस्तकालयों को समर्पित है, जहाँ ये पुस्तकालय ई-ग्रंथालय प्लेटफॉर्म पर इंटरनेट से जुड़े हुए हैं।

भारतीय राष्ट्रीय डिजिटल लाइब्रेरी:

यह भारत की सबसे बड़ी डिजिटल लाइब्रेरी है जो शिक्षा के लिए शिक्षण संसाधन प्रदान करती है।

कैम्ब्रिज विश्वविद्यालय पुस्तकालय:

इसमें संस्कृत पांडुलिपियों का एक संग्रह है जिसमें दक्षिण एशिया की बौद्धिक और धार्मिक परंपराओं से संबंधित सामग्री शामिल है।

संस्कृत पांडुलिपियों और पुस्तकों का डिजिटलीकरण:

जम्मू और कश्मीर राज्य में संस्कृत पांडुलिपियों और पुस्तकों का डिजिटलीकरण हो रहा है।

एक परियोजना ने भारत के जम्मू और कश्मीर राज्य में पांडुलिपियों और पुस्तकों के दो संग्रहों का डिजिटलीकरण किया है।

कैम्ब्रिज विश्वविद्यालय पुस्तकालय के संस्कृत पांडुलिपि संग्रह:

AHRC द्वारा वित्तपोषित परियोजना ने पांडुलिपियों की एक पूरी सूची तैयार करने और उनमें से एक बड़े हिस्से को डिजिटल बनाने का उद्देश्य रखा है।

पूजा सिंह
बी. ए. द्वितीय वर्ष

वेदों में यज्ञ की उत्कृष्ट सूक्तियाँ

1. यज्ञो वै श्रेष्ठतमं कर्म ॥ (शतपथ ब्राह्मण)
यज्ञ दुनिया का सर्वश्रेष्ठ कर्म है ।
2. यज्ञो वै कल्पवृक्षः ॥
यज्ञ कामनाओं को पूर्ण करनेवाला है ।
3. ईजानाः स्वर्गं यन्ति लोकम् ॥ (अथर्ववेद १८.४.२)
यज्ञकर्ता स्वर्ग (सुख) को प्राप्त करते हैं ।
4. अग्निहोत्रं जुहूयात् स्वर्गकामः ॥
स्वर्ग की अभिलाषा रखने वाले व्यक्ति यज्ञ करें ।
5. होतृषदनम् हरितम् हिरण्यम् ॥
यज्ञ वाले घर धन — धान्य से पूर्ण होता है ।
6. यज्ञात् भवति पर्जन्यः ॥
यज्ञ से वर्षा होती है ।
7. इयं ते यज्ञियाः तनू ॥
ये तेरा शरीर यज्ञादि शुभ कर्मों के लिए है ।
8. स्वर्ग कामो यजेत्, पुत्र कामो यजेत् ॥
स्वर्ग और पुत्र की कामना करनेवाले व्यक्ति यज्ञ करें ।
9. यज्ञं जनयन्त सूरयः ॥ (ऋग्वेद १०.६६.२)
हे विद्वान् ! संसार में यज्ञ का प्रचार करो ।
10. यज्ञो वै देवानामात्मा ॥ (शतपथ ०)
यज्ञ देवताओं की आत्मा है ।
11. यज्ञेन दुष्यन्तो मित्राः भवन्ति ॥ (तै ० उप०)
यज्ञ करने वाले व्यक्ति के शत्रु भी मित्र बन जाते हैं ।
12. प्राचं यज्ञं प्रणयता सखायः ॥ (ऋग्वेद १०.१०१.२)
हे मित्रो ! यज्ञ को आगे बढ़ाओ ।
13. अयज्वानः सनका प्रेतमीयुः (ऋग्वेद १.३३.४)
यज्ञ न करनेवाले उन्मत्त का सर्वनाश हो जाता है ।
14. न मर्धन्ति स्वतवसो हविष्कृतम् ॥ (ऋग्वेद १.१६६.२)
याज्ञिक को महाबली भी नहीं मार सकता ।
15. सजोषसो यज्ञमवन्तु देवाः ॥ (ऋग्वेद ३.८.८)
विद्वान् परस्पर प्रीतिपूर्वक यज्ञ की रक्षा करें ।
16. यज्ञस्य प्राविता भव ॥ (ऋग्वेद ३.२१.३)
तू यज्ञ का रक्षक बन ।
17. यज्ञो हित इन्द्र वर्धनो भूत् ॥ (ऋग्वेद ३.३२.१२)
हे जीव ! यज्ञ ही तुझे बढ़ानेवाला है ।
18. यज्ञस्ते वज्रमहिहत्य आवत् ॥ (ऋग्वेद ३.३२.१२)
यज्ञरूपी वज्र पाप नाश में सफलता दिलाता है ।
19. अयज्ञियो हतवर्चा भवति ॥ (अथर्ववेद १२.२.३७)
यज्ञ न करनेवाला का तेज नष्ट हो जाता है ।
20. यज्ञो विश्वस्य भुवनस्य नाभिः ॥ (अथर्ववेद ६.१०.१४)
यज्ञ विश्व व ब्रह्माण्ड का केन्द्र है ।
21. ईच्छन्ति देवाः सुन्वन्तम् ॥ (ऋग्वेद ८.२.१८)
यज्ञकर्ता को देवगण भी चाहते हैं ।
22. अतमेरुयजमानस्य प्रजा भूयात् ॥ (यजुर्वेद १.२३)
हे ईश्वर ! यजमान की संतान संतापरहित हो ।
23. स यज्ञेन वनवद् देव मर्तान् ॥ (ऋग्वेद ५.३.५)
प्रभु यज्ञकर्ता मनुष्य को देव बनाकर शक्तियुक्त कर देता है ।
24. विश्वायुर्धेधि यजथाय देव ॥ (ऋग्वेद १०.७.१)
हे देव ! हमें सम्पूर्ण आयु यज्ञ के लिए दो ।
25. यजस्व वीर ॥ (ऋग्वेद २.२६.२)
हे वीर ! तू यज्ञ कर ।

अर्चना सिंह
बी. ए. द्वितीय वर्ष



हिंदी-अनुभाग

सम्पादकीय

भारत की संस्कृति बहुआयामी है। करुणा, त्याग, संयम, अहिंसा, वसुधैव कुटुंबकम आदि की भावना इस संस्कृति के सनातन बिंदु हैं। ये वे शाश्वत सूत्र हैं जो किसी भी समाज के उत्थान में महत्त्वपूर्ण भूमिका निभाते हैं। खेद का विषय है कि आज इनकी लगातार अनदेखी हो रही है। वैश्वीकरण एवं पश्चिमी संस्कृति की अंधाधुंध नकल ने हमें हास्यास्पद स्थिति में लाकर खड़ा कर दिया है। पाश्चात्य संस्कृति के कारण संयुक्त परिवार टूट रहे हैं और विवाह जैसी पवित्र संस्था पर संदेह किया जा रहा है। सब कुछ 'मेरी मर्जी' के हिसाब से चल रहा है। आज हम प्रदर्शन-प्रिय हो गए हैं। बुजुर्गों से सुना था कि 'काया' और 'माया' प्रदर्शन की वस्तु नहीं हैं किंतु आज इनका खुला प्रदर्शन आधुनिकता की विषय-सूची में पहले स्थान पर है। रात्रि-संस्कृति का अनुकरण शोचनीय स्तर तक पहुँच गया है। ऐसा लगता है मानो समाज एक तपते एवं बियाबान रेगिस्तान में तब्दील हो गया है जहाँ दूर-दूर तक ना तो छाया है और ना ही कोई साया। हम भूल गए हैं कि संबंधों के छायादार वृक्ष हमें जीवन के तपते रेगिस्तान में शीतलता प्रदान करते हैं। इससे जीवन यात्रा सुगम एवं आनंद से परिपूर्ण हो जाती है। निजी स्वतंत्रता के नाम पर हम नितांत एकाकी हो गए हैं। बिखरते परिवार, कुंद होती संवेदनाएँ, रातों-रात धनी एवं प्रसिद्ध होने की लालसा हमें मनुष्य से मशीन के रूप में परिवर्तित करती जा रही है। आपसी प्रेम एवं सद्भाव तो जैसे दूर की कौड़ी हो गए हैं। वर्तमान की समस्याओं के निवारण हेतु अपने समृद्ध अतीत से समाधान ढूँढना हमें पिछड़ापन लगता है। हमारा बहुलांश तो इसे स्वीकारने से भी परहेज करता है। ऐसे समय में जहाँ व्यक्ति अजनबीयत एवं अवसाद के कुहासे में घिरा है आइये एक ऐसे समाज के निर्माण हेतु कटिबद्ध हों जहाँ अपनी परंपराओं एवं संस्कृति के प्रति गौरव का भाव हो, देश सर्वोपरि हो तथा समाज के सभी प्राणियों के प्रति सद्भाव हो। एवम् अस्तु!!

डॉ० सरिता चौहान
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स्नातकोत्तर हिंदी-विभाग

कविता

बहुत ही आवश्यक है, सिर पर माँ-बाप का साया,
यही लाते हैं जीवन की धूप में छाया ।

हमेशा पकड़ कर रखो इनका हाथ,
यही देंगे जीवन भर तुम्हारा साथ ।

माँ नौ महीने गर्भ में रखती है बच्चे को,
पिता जी-जान लगा देता है इसके अच्छे को ।

उनकी मार और डाँट ही है उनका प्यार,
जीवन की कठिनाइयों के लिए करते हैं तुम्हें तैयार ।

दो रोटी माँगने पर माँ पकड़ा देती है चार,
माँ बाप की इज़्जत को रखना हमेशा बरकरार ।

इन की दुआओं से जीवन तुम्हारा संवरता,
जीवन के हर मोड़ पर, इनका प्यार सहारा बनता ।

माँ की गोद में सिर रख हर दुख को तुमने भुला दिया,
पिता के साये ने हर डर को दूर भगा दिया ।

इनकी परवरिश पर मत उठने देना सवाल,
नहीं हैं ये तो, हो जाता है हाल-बेहाल ।

अपना सारा जीवन कर दिया तुम पर अर्पण,
तुम भी अब सब कुछ कर दो इन्हें समर्पण ।

माता-पिता का दिल कभी मत तोड़ना,
किसी के लिए कभी, इन्हें मत छोड़ना ।

मानवीय गुणों की आवश्यकता

मानवीय गुण किसी भी व्यक्ति के लिए ज़रूरी होते हैं। मानवीय गुणों के आधार पर ही मनुष्य सामाजिक प्राणी बनता है। इन गुणों से व्यक्ति के व्यक्तित्व का पता लगाया जा सकता है। व्यक्ति अथवा संस्थान को निश्चित दिशा में आगे बढ़ाने में इन गुणों की महत्वपूर्ण भूमिका रहती है। कुछ मौलिक मानवीय गुण जैसे विनम्रता, सज्जनता, सहजता, मृदुभाषिता, करुणा, दया, ममता, स्वाभाविक रूप से मनुष्य में होते ही हैं। ये गुण शिशु के अंदर अचेतन अवस्था में माँ के पोषण से आ जाते हैं।

अपने प्रथम विद्या संस्थान माँ से दूर होने पर इन गुणों में कमी हो जाना स्वाभाविक है। बच्चे की संगति, शिक्षण संस्थान से लेकर परिवेश तक सभी की इन गुणों के उत्थान और पतन में भूमिका रहती है।

ईमानदारी, निष्ठा, साहस, धैर्य, कर्मठता, शीलता जैसे गुणों को भी मनुष्य अपने भीतर समायोजित कर सकता है, किंतु उसके लिए ज्ञान, अभ्यास और साधना आवश्यक है।

कई बार इन मानवीय गुणों को कोई विशेष परिस्थिति, घटना या व्यक्तित्व भी प्रभावित करता है। मानवीय गुणों पर चर्चा करने का हमारा उद्देश्य समाज में समरसता पैदा करना है। आज हम स्वयं को सत्य और सही सिद्ध करने में उन मानवीय गुणों को कुचलने में तनिक भी संकोच नहीं करते, जो स्वाभाविक रूप से हमारे भीतर होते हैं।

उदाहरण स्वरूप आज प्रतिस्पर्धा की भाग-दौड़ भरी जिंदगी में अगर हम किसी से टकरा जाते हैं तो हम क्षमा माँगने की अपेक्षा दूसरे को उसकी गलती बताने के लिए उत्सुक दिखाई देते हैं। प्रतिस्पर्धा के इस दौर में हम यह भी भूल जाते हैं कि दर्द हमें ही नहीं उसे भी हो रहा होगा। उसके प्रति संवेदना अतिआवश्यक है। यदि हम उसके प्रति संवेदनशील ना हों तो यह नितांत अमानवीय होगा।

मशीनों के इस युग में मानवीय गुणों की अत्यंत आवश्यकता है। आजकल इन गुणों की लगातार कमी के कारण वर्तमान पीढ़ी तनाव, चिंता, चिड़चिड़ेपन एवं आक्रोश में ऐसे कदम उठा रही है जिसका दंश उनके अभिभावकों को झेलना पड़ता है।

यह लेख “अपने लिए नहीं दूसरों के लिए भी जी कर देखिए— परिणाम बदलने लगेंगे” की भावना के साथ नव पीढ़ी को मानवीय गुणों के लिए प्रेरित करने के लिए है।

शुभमस्तु !

गरिमा जोशी
बी.ए.—तृतीय वर्ष

सेंसरशिप और ओटीटी पर अभद्र भाषा: एक समकालीन बहस

ओटीटी (Over The Top) प्लेटफॉर्म ने भारतीय मनोरंजन उद्योग में नई जान फूँक दी है। पारंपरिक टेलीविज़न और सिनेमा के मुकाबले, ओटीटी प्लेटफॉर्म पर सामग्री का रूप और विविधता कहीं अधिक स्वतंत्र और निडर है। जहाँ एक ओर ये प्लेटफॉर्म दर्शकों को बेहतरीन और नवीनतम कंटेंट का अनुभव प्रदान करते हैं, वहीं दूसरी ओर इन प्लेटफॉर्म पर अभद्र भाषा और अश्लीलता का बढ़ता प्रचलन भी समाज में चर्चा का विषय बन गया है। विशेष रूप से हिन्दी दर्शकों के लिए, जिनकी संवेदनशीलता और सांस्कृतिक दृष्टिकोण पारंपरिक मीडिया से अलग है, यह एक गंभीर मुद्दा बन चुका है।

ओटीटी और पारंपरिक सेंसरशिप का अंतर

भारत में सिनेमा और टेलीविज़न में सेंसरशिप की एक परंपरा रही है। सेंसर बोर्ड (CBFC) द्वारा फिल्मों और टीवी शोज़ पर कड़ी नज़र रखी जाती है। जिससे न सिर्फ़ भाषा, बल्कि दृश्य और विषय की सीमाएँ भी निर्धारित होती हैं। यह नियम आमतौर पर समाज के नैतिक मानकों को ध्यान में रखते हुए बनाए गए थे।

लेकिन ओटीटी प्लेटफॉर्म पर ऐसा कोई केंद्रीय सेंसर बोर्ड नहीं है। यहाँ कंटेंट निर्माता अधिक स्वतंत्रता से काम कर सकते हैं और उसका नतीजा यह हुआ है कि कई बार इन प्लेटफॉर्म पर हिंसा, अभद्र भाषा और व्यस्क विषयों का खुले तौर पर प्रदर्शन होता है। समाज के एक हिस्से में यह चिंता उत्पन्न हो गई है कि क्या यह सही हो रहा है या इसकी कोई सीमाएँ होनी चाहिए।

अभद्र भाषा का व्यापक प्रयोग

आजकल के ओटीटी शो जैसे “द फेमिली मैन”, “स्कैम 1992”, “दिल्ली क्राइम” और “लिटिल थिंग्स” में उग्र और आक्रामक भाषा का खूब प्रयोग हो रहा है। इन शो में गालियाँ, अपशब्द और सामाजिक मुद्दों पर विवादास्पद टिप्पणियाँ सामान्य रूप से दिखाई जाती हैं। इसके पीछे निर्माता का तर्क यह होता है कि यह आज की युवा पीढ़ी के जीवन का सच है— गुस्से, निराशा और तनाव के बीच अभद्र भाषा का अक्सर इस्तेमाल होता है।

लेकिन क्या यह सच में समाज का सटीक चित्रण है?

यह सवाल बहुत गंभीर है क्योंकि इससे न केवल पात्रों की छवि बनती है, बल्कि यह दर्शकों पर भी असर डालता है। एक ऐसा वातावरण जहाँ अभद्र भाषा सामान्य बन जाए, क्या वह सामाजिक आदर्शों और संस्कृति के लिए उचित है?

अभिव्यक्ति की स्वतंत्रता बनाम सामाजिक जिम्मेदारी

अभिव्यक्ति की स्वतंत्रता लोकतंत्र का महत्वपूर्ण हिस्सा है और ओटीटी प्लेटफॉर्म पर कंटेंट निर्माता अपनी सृजनात्मकता के साथ खिलवाड़ करने का हक रखते हैं। इस स्वतंत्रता का लाभ यह है कि निर्माता खुद को किसी सेंसर बोर्ड या पारंपरिक मानकों से बाँधने के बजाय अपने विचारों और विचारधाराओं को अधिक स्पष्ट रूप से व्यक्त कर सकते हैं।

हालांकि, यह ध्यान रखना भी उतना ही जरूरी है कि अभिव्यक्ति की स्वतंत्रता का कोई भी अनियंत्रित रूप समाज के लिए खतरे का कारण बन सकता है। अगर अभद्र भाषा का बार-बार इस्तेमाल किया जाता है तो यह दर्शकों पर गलत प्रभाव डाल सकता है। खासकर युवा दर्शकों पर जो इस सामग्री को आदर्श मान सकते हैं। साथ ही इस प्रकार की भाषा समाज में हिंसा, असहमति और मानसिक तनाव को बढ़ावा दे सकती है।

क्या इस पर सेंसरशिप की आवश्यकता है?

ओटीटी प्लेटफॉर्म पर सेंसरशिप को लेकर अब तक कोई स्पष्ट और एकजुट नीति नहीं बनी है, लेकिन कुछ समय से इसे लेकर विचार-विमर्श बढ़ा है। सरकार ने ओटीटी कंटेंट के लिए एक स्व-नियमन प्रणाली की पहल की है, जहाँ

प्लेटफॉर्म्स को अपने कंटेंट को वर्गीकृत करने के लिए ज़िम्मेदार ठहराया जाता है। इससे न केवल दर्शकों को यह समझने में मदद मिलती है कि वे क्या देख रहे हैं, बल्कि यह कंटेंट निर्माताओं को भी एक ज़िम्मेदार दायित्व सौंपता है।

हालांकि, यह भी जरूरी है कि इस स्व-नियमन प्रणाली में लचीलापन हो, ताकि कंटेंट निर्माता अपनी रचनात्मकता को बिना किसी बड़े प्रतिबंध के व्यक्त कर सकें। यह न भूलते हुए कि अभद्र भाषा का अत्यधिक प्रयोग समाज पर नकारात्मक प्रभाव डाल सकता है, एक ऐसा संतुलन बनाना आवश्यक है जो कला और सामाजिक ज़िम्मेदारी दोनों के बीच सामंजस्य स्थापित करें।

समाधान और भविष्य

यह कोई आसान समस्या नहीं है, और न ही इसका कोई एक हल है। एक संभावित समाधान यह हो सकता है कि ओटीटी प्लेटफॉर्म्स में अभद्र भाषा के उपयोग के लिए स्पष्ट दिशा-निर्देश हो, जो दर्शकों को इस प्रकार के कंटेंट को लेकर सतर्क करें। उदाहरण के लिए, प्लेटफॉर्म पर एक चेतावनी दी जा सकती है, जिससे दर्शक पहले से ही जान लें कि इस शो या फ़िल्म में अभद्र भाषा का इस्तेमाल किया गया है।

इसके अलावा निर्माता और निर्देशक को यह समझने की ज़रूरत है कि कंटेंट के प्रभाव को एक ज़िम्मेदार तरीके से प्रस्तुत किया जाए, ताकि समाज में नकारात्मकता का प्रसार न हो। दर्शकों की यह भी ज़िम्मेदारी बनती है कि वे अपनी उम्र और मानसिकता के अनुसार उचित कंटेंट का चुनाव करें।

संसारशिप और ओटीटी पर अभद्र भाषा का मुद्दा न केवल कानूनी दृष्टिकोण से बल्कि समाजशास्त्र और सांस्कृतिक दृष्टिकोण से भी अत्यंत महत्वपूर्ण है। जहाँ एक ओर ओटीटी प्लेटफॉर्म्स ने सृजनात्मकता की सीमाओं को तोड़ा है, वहीं समाज पर इसके प्रभाव को समझना भी उतना ही ज़रूरी है। आने वाले समय में हमें ऐसे संतुलन की आवश्यकता होगी, जहाँ अभिव्यक्ति की स्वतंत्रता और सामाजिक ज़िम्मेदारी दोनों का सम्मान किया जा सके। यह न केवल कंटेंट निर्माता, बल्कि दर्शकों और नीति-निर्माताओं की भी सामूहिक ज़िम्मेदारी होगी।

तनु

एम.ए. – प्रथम वर्ष

मुझे चाहिए कविता ऐसी

मुझे चाहिए कविता ऐसी,
दनुज को मनुज बना दे।
आंदोलित कर इस समाज को,
संवेदनशील, सजीव बना दे।
नैराश्य के घनघोर तिमिर में,
आशा का नव संचार कर दे।
मिटा कर सब वैर, द्वेष, ईर्ष्या,
भूतल को स्वर्ग बना दे।
मुझे चाहिए कविता ऐसी,
दनुज को मनुज बना दे।

तंद्रा और तमस से उपजी,
जंगली जड़ता और जर्जरता को,
तपती उष्मा से अभिभूत कर दे।
अपनी लघुता की परिधि में सिमटे,
मस्तिष्क के सूक्ष्म तारों को,
प्रेम, अनुराग से सुलझा दे।
मुझे चाहिए कविता ऐसी,
दनुज को मनुज बना दे।

रोग-शोक से व्यक्ति व्याकुल,
अत्याचारों से उपजा कोलाहल,
पतझड़ की नीरव, नीरसता में,
संकीर्ण स्वार्थ में फंसे जंगल को,
पर पीड़ा का बोध कराकर,
उन्नत उदारता का पाठ पढ़ा दे।
मुझे चाहिए कविता ऐसी,
दनुज को मनुज बना दे।

कायर और कातरता के,
अर्थ विभेद में उलझी मानवता,
सुख सुविधा के दास बने,
भूले युवा संघर्ष की परिभाषा,
साहस, उल्लास का मधु पिला,
कर्मठता का ज्ञान करा दे।
मुझे चाहिए कविता ऐसी,
दनुज को मनुज बना दे।

गरिमा जोशी
बी.ए.—तृतीय वर्ष

ग्रहण

उजाड़ घोंसला मासूम परिदों का,
अपना आशियाना बसाया,
उगाकर जंगल कंक्रीट के,
मौत का सामान जुटाया,
बनाकर पार्क कॉलोनी में,
बाहर कचरे का ढेर लगाया,
फिर उद्योगों का विषैला पानी,
साथ वाले नाले में बहाया ॥

वाह रे! विकास के लंबरदारों ने
पर्यावरण को प्रदूषण का ग्रहण लगाया ॥

घोंट गला नदी नालों का,
सबने मिलकर शहर बसाया,
म्यूनिसिपैलिटी वालों ने भी डंपिंग साइट बनाकर,
कचरा नालों में फेंकवाया,
लिपटे लिफाफों ने रोक बहाव नदी
नालों का भयंकर उत्पात मचाया,
फिर कहते हैं कि नाले का पानी तो
घर में ही घुस आया ॥

वाह रे! विकास के लंबरदारों ने
पर्यावरण को प्रदूषण का ग्रहण लगाया ॥

चंद सिक्कों के लालच में,
पैसों के लोभी को गंगोत्री तक पहुँचाया,
अमृतरूपी जल को मेरे,
बिसलेरी की बोटल में बंद है पाया,
लालच देख इंसान का,
हिमखंडों ने भी आँसू टपकाया,
बढ़ते प्रदूषण से भूतापीकरण का संकट मंडराया ॥

वाह रे! विकास के लंबरदारों ने
पर्यावरण को प्रदूषण का ग्रहण लगाया ॥

नंदिनी शर्मा
बी.एस.सी.—प्रथम वर्ष

डिजिटल यथार्थ: एक अंतर्व्यक्तिक परिप्रेक्ष्य

सोशल मीडिया जिसे कभी सिर्फ एक वर्चुअल संवाद मंच माना जाता था, अब समाज और मनुष्य के मानसिक, भावनात्मक तथा सांस्कृतिक परिप्रेक्ष्य पर अत्यधिक प्रभाव डालने वाली एक शक्ति बन चुका है। इस डिजिटल यथार्थ ने न केवल हमारे विचारों को प्रभावित किया है, बल्कि हमारी पहचान, व्यवहार, रिश्तों और जीवन की सम्पूर्ण दिशा को पुनर्निर्मित भी किया है। इस कहानी के माध्यम से हम सोशल मीडिया के प्रभाव को एक व्यक्ति के जीवन के संदर्भ में समझने की कोशिश करेंगे, जिससे यह स्पष्ट हो सके कि डिजिटल दुनिया का वास्तविक दुनिया से क्या संबंध है। श्वेता एक 29 वर्षीय शहरी लड़की, अपने जीवन को पूरी तरह से सोशल मीडिया से जोड़े हुए थी। दिन की शुरुआत से लेकर रात होने तक, उसका अधिकांश समय विभिन्न सोशल मीडिया प्लेटफॉर्म पर ही बीतता था। फेसबुक, इंस्टाग्राम और ट्विटर जैसे हर प्लेटफॉर्म पर उसकी उपस्थिति थी। उसकी पोस्ट्स हमेशा सकारात्मक और आदर्शवादी होती थी। लेकिन इनकी असलियत बहुत अलग थी। श्वेता की जिंदगी का एक प्रमुख हिस्सा उसके आनलाइन जीवन और उसके वास्तविक जीवन के बीच के अंतर में व्यतीत हो रहा था। वह अपनी असल जिंदगी में अकेली और उलझी हुई थी। लेकिन सोशल मीडिया पर उसकी दुनिया एकदम परफेक्ट दिखती थी। श्वेता के पास अच्छा करियर था, एक सुंदर घर था और उसकी सामाजिक स्थिति भी मजबूत थी लेकिन वह भीतर से कभी संतुष्ट महसूस नहीं करती थी। उसकी खुशी अब “लाइक्स” और “कमेंट्स” में सिमट कर रह गई थी। उसके फॉलोअर्स उसे एक आदर्श जीवनशैली का प्रतीक मानते थे। जबकि श्वेता खुद अपने भीतर एक खालीपन महसूस कर रही थी। कभी-कभी वह सोचती कि क्या उसका जीवन वास्तव में वैसा ही है जैसा वह दिखाती है? इस प्रश्न का उत्तर तलाशते हुए वह एक दिन अपने पुराने दोस्त आकाश से मिली, जो पिछले कुछ वर्षों से विदेश में था। आकाश हमेशा से श्वेता के साथ अपने विचारों को साझा करता था। उसके शब्दों में गहराई होती थी और वह जीवन को सादगीपूर्ण और व्यावहारिक दृष्टिकोण से देखता था। श्वेता ने आकाश से पूछा, “तुम्हें क्या लगता है, क्या सोशल मीडिया ने हमारी पहचान को विकृत कर दिया है?” आकाश ने मुस्कुराते हुए जवाब दिया, “सोशल मीडिया ने न केवल हमारी पहचान को विकृत किया है, बल्कि हमारी मानसिकता को भी प्रभावित किया है। यह हमारे वास्तविक जीवन और डिजिटल जीवन के बीच एक झूठी तस्वीर बनाता है। लोग अपनी असल जिंदगी को पर्दे के पीछे छुपाकर एक काल्पनिक, आदर्शवादी छवि बनाने में लगे रहते हैं। जिससे वह खुद को दूसरों से बेहतर दिखा सकें।”

श्वेता को आकाश की बातों में सच्चाई महसूस हुई। वह सोचने लगी कि सोशल मीडिया पर वह जो पोस्ट करती है, क्या वह सच में उसकी पहचान को दर्शाता है या फिर एक बनावटी छवि को जिसे वह दूसरों के सामने आदर्श रूप में प्रस्तुत करना चाहती है।

यह प्रश्न उसके लिए एक नई चुनौती बन गया। श्वेता ने निर्णय किया कि वह सोशल मीडिया पर अपनी असली जिंदगी को दिखाने की कोशिश करेगी। उसने अपनी पोस्ट्स को कम करना शुरू किया और धीरे-धीरे अपनी वास्तविकताओं को साझा करने की योजना बनाई। पहले तो उसे डर लगा कि लोग क्या सोचेंगे, क्या धारणा बनाएंगे? फिर उसने महसूस किया कि उसे अपनी वास्तविकता को स्वीकार करना चाहिए। वह धीरे-धीरे सोशल मीडिया पर अपनी पोस्ट्स में बदलाव लाने लगी। उसने सबसे पहले तस्वीरों में फिल्टर और एडिटिंग कम की और इसके बाद अपनी कमजोरियों, असफलताओं और संघर्षों को भी साझा किया। ताकि लोग यह जान सकें कि जीवन केवल सुंदरता और सफलताओं से परिपूर्ण नहीं होता, उसमें असफलताएँ, निराशा, समस्याएँ और कठिनाइयाँ भी शामिल होती हैं।

श्वेता के संघर्षों, असफलताओं एवं बाधाओं को जानने के पश्चात् बहुत से लोगों ने प्रेरणा एवं सबक लिए। श्वेता इससे बहुत संतुष्ट थी। वह समझ गयी थी कि सोशल मीडिया के प्रभाव में एक अवास्तविक दुनिया के बजाय अपनी असल पहचान को स्वीकार करना चाहिए क्योंकि वही हमें शांति और संतुष्टि प्रदान कर सकती है। सोशल मीडिया के उपयोग के दौरान यह महत्वपूर्ण है कि हम डिजिटल यथार्थ के बीच एक संतुलन बनाए रखें, ताकि हम अपनी मानसिक और भावनात्मक स्थिति को बनाए रखते हुए समाज में एक सकारात्मक बदलाव ला सकें।

सुकृति शर्मा
एम.ए.—प्रथम वर्ष

इंतजार

संध्या का समय था, रूपा शाम को खेलकर अपने घर लौट रही थी। आस-पास सन्नाटा छा रहा था। तभी रूपा को एक छोटे पिल्ले के रोने की आवाज़ सुनाई दी। उसने आस-पास नज़रें दौड़ाई, अंधेरा होने के कारण वह स्पष्ट देख नहीं पाई। पास की झाड़ियों से आवाज़ आ रही थी। वहाँ रूपा को एक ज़ख्मी कुत्ता दिखाई दिया, उसकी उम्र काफी कम थी। वह काफी भूखा लग रहा था। रूपा का बाल हृदय पिघल गया, पिल्ले की दयनीय स्थिति देखकर उसे दया आ गई और वह उस कुत्ते को अपने साथ घर ले आई।

रूपा उसका बहुत ख्याल रखती। समय समय पर उसकी मरहम पट्टी करती। वह पिल्ला भी रूपा के साथ घुल-मिल गया था। रूपा ने प्यार से उसका नाम किट्टू रखा। किट्टू की प्यारी, बड़ी और भूरे रंग की मन को मुग्ध करने वाली आँखें देखकर सभी उस पर मोहित हो गए। धीरे-धीरे किट्टू बड़ा होने लगा। वह रूपा के हरदम साथ रहता। रूपा किट्टू को हमेशा अपने संग रखती और उसके साथ खेलती थी। वह काफी समझदार था। वह रूपा की सभी बातें मानता था। रूपा के कोमल हृदय में किट्टू के लिए असीम प्रेम था। किट्टू उसके लिए एक जीता-जागता खिलौना बन गया था।

एक दिन रूपा को स्कूल के ट्रिप के लिए बाहर जाना पड़ा। वह दुखी थी कि इतने दिन तक वह किट्टू से दूर कैसे रह पाएगी। किट्टू रूपा के हाथों से ही खाना खाता था। जैसे-जैसे रूपा के जाने के दिन करीब आ रहे थे, वैसे-वैसे रूपा के मन में चिंता बढ़ रही थी। रूपा की माँ ने उसे समझाया कि “तुम आराम से जाओ, किट्टू को हम संभाल लेंगे।” रूपा चली गई, किट्टू उदास हो गया। उसने खाना-पीना छोड़ दिया। उसे रूपा की याद आती, बेजुबान होने के कारण वह कुछ बोल नहीं पाता था बस रूपा की याद में वह हरदम रोता था। किट्टू रूपा की याद में कमज़ोर होता चला गया। वह रोज़ाना गेट के पास जाकर रूपा का का इंतजार करता था। यह देखकर रूपा के माता-पिता को चिंता हुई कि ऐसे तो किट्टू बीमार हो जाएगा वे उसे डॉक्टर को दिखाने ले गए, डॉक्टर ने उन्हें दवा देकर भेज दिया और कहा कि किट्टू शायद किसी को याद कर रहा है। ऐसे ही चलता रहा तो वह अवसाद में चला जाएगा।

कुछ दिनों बाद जब रूपा वापिस आई तो उसने देखा कि किट्टू काफी कमज़ोर हो गया है। वह चल-फिर भी नहीं पा रहा था। यह देखकर रूपा रोने लगी और रोते-रोते किट्टू को गले से लगा लिया। रूपा मन में ठान लेती है कि किट्टू को वह फिर से स्वस्थ कर देगी। अब वह पहले से ज्यादा समय किट्टू के साथ बिताने लगी। वह हमेशा किट्टू के साथ रहती और उसे अपने हाथों से खाना खिलाती। धीरे-धीरे किट्टू की सेहत में सुधार होना शुरु हो गया। रूपा की मेहनत से किट्टू फिर से स्वस्थ हो गया। किट्टू रूपा को सुबह-सुबह उठाता और उसके साथ खेलता। वह रूपा की दिनचर्या का महत्वपूर्ण हिस्सा बन गया था। धीरे-धीरे किट्टू और रूपा में घनिष्ठता बढ़ती गई। रूपा अब किट्टू के साथ ही अपना समय व्यतीत करती।

रूपा समझ गई थी कि यह बेजुबान हमारे जीवन में कुछ ही समय के लिए आते हैं, परंतु कम समय में ही वह हमें जीना सिखा जाते हैं। हमारे जीवन में महत्वपूर्ण बन जाते हैं। अपने प्रेम से हर किसी को मोहित कर लेते हैं। उनके लिए हम उनके जीने का आधार हैं। इसलिए जितना हो सके अपने आसपास के वातावरण में रह रहे बेजुबानों के प्रति हमदर्दी रखनी चाहिए और जितना हो सके उनका ख्याल रखना चाहिए। निस्वार्थ प्रेम का जीता-जागता उदाहरण होते हैं पशु-पक्षी।

श्रेया

एम.ए.—प्रथम वर्ष

जिंदगी की जंग

शाम हो चली थी और घर पर कोई ना था। वो अपनी खिड़की के पास बैठी बाहर हो रही हल-चल को देखते हुए अपने जीवन में बीती तमाम कठिनाईयों को याद कर रही थी। कहने को अनु की उम्र काफी छोटी थी, परन्तु इस छोटी सी उम्र में उसने कई बार स्वयं को टूटते, गिरते, उठते, संभलते और संभल कर फिर से चलते हुए देखा है। 16 साल की उम्र में पिता को खोने के बाद मानो उस पर पहाड़ टूट पड़ा था। यूँ तो वो अपने परिवार के उतने करीब ना थी। परन्तु पिता के जाने के बाद परिस्थितियों ने उसे परिवार से और भी दूर कर दिया। कहते हैं, पिता अपनी बेटियों से बहुत प्यार करते हैं, परन्तु अनु को न तो अपने पिता का प्यार मिला और न ही अपनी माँ का स्नेह। जब पिता बीमार हुए तो ना जाने क्यों उसके पिता उससे और भी दूर हो गए। उसे हर वक्त एक ही आस रहती थी कि उसके पिता उससे कभी तो प्यार से बात करेंगे, कभी तो उसे अपने सीने से लगाकर उसे अपनी बेटि कहकर बुलाएँगे, परन्तु उसकी यह चाह अधूरी ही रह गई। पिता के जाने के बाद मानो सब खत्म सा हो गया, एक छोटा सा परिवार मानो उजड़ सा गया था। कुछ ही दिनों बाद अपनी बिगड़ती परिस्थितियों के कारण उन्हें अपना शहर बदलना पड़ा। अनु मानो टूट सी गई, वो मात्र एक शहर ही नहीं बल्कि उसका प्यार भी था। शहर छोड़ने के बाद मानो सब बिखर गया, कई सपने टूट गए, कई हाथ छूट गए।

अंजान शहर में अनु बी.ए. की शिक्षा, एक प्राइवेट कॉलेज से कर रही थी। उसके लिए मानो वो जगह नर्क से कम ना थी। कॉलेज का पहला दिन, अंजान शहर, अंजान लोग और अंजान परिस्थितियाँ थी। उस कॉलेज में कई बड़े घर की लड़कियाँ पढ़ने आती थी। उनके कपड़े, उनकी बातें, उनके विचार सब उससे अलग थे। माँ ने खाना तो दिया था, परन्तु वो घबराहट और लज्जा के कारण खा ना सकी। घर से 50 रुपये लेकर आयी थी, सोचा कुछ खा ले, पर फिर ध्यान आया कि यदि ये पैसे खर्च कर दिये तो बस का किराया कहाँ से देगी।

यही सोचती हुई, वो कॉलेज के ग्राउंड में बैठी उदास हो रही थी, तभी एक लड़की उसके पास आई और बोली, “क्या मैं यहाँ बैठ सकती हूँ?” अनु ने झिझकते हुए कहा ‘हाँ बैठ जाइए।’ थोड़ी देर बाद उस लड़की ने अनु का नाम पूछा और इस प्रकार उनकी बातें शुरु हुई, कुछ ही देर में दोनों खिलखिलाने लगी। बातों ही बातों में लड़की ने अपना बिस्किट अनु की तरफ बढ़ाते हुए कहा, ‘खा लो’, परन्तु अनु ने मना कर दिया। उसके दोबारा पूछने पर अनु मना न कर सकी और एक बिस्किट का टुकड़ा लेकर खा लिया। खाते ही मानों उसके पेट में चल रही चूहों की भागदौड़ शांत हुई। उस लड़की के जाने के बाद कई विचार अनु के मन को कचोटने लगे। वह सोचने लगी कि क्या उसका इस बड़े शहर में गुज़ारा हो पायेगा, क्या रोज़ इसी प्रकार उसे भूखा रहना पड़ेगा, क्या उसका कोई दोस्त बनेगा आदि बातों को सोचते हुए उस दिन की पढ़ाई पूरी कर वह घर के लिए निकल पड़ी।

अंजाने शहर में अनु अकेली सड़कों पर चली जा रही थी, बस का कोई ठोर-ठिकाना ना था। ना जाने कितनी दूर चली होगी, लोगों से पूछने में भी डर लग रहा था, पता नहीं कैसे लोग हैं, कैसे नहीं। जैसे-तैसे आखिरकार वो घर पहुँची। माँ ने आते ही पूछा, “कैसा रहा दिन”, माँ के पूछने पर सच ना बता सकी। कह दिया अच्छा गया और समय ना मिलने की वजह से खाना भी ना खा सकी। आँखों में आँसू लिए कमरे में चली गई।

एक वो दिन था, और एक आज का दिन है। अब वो 20 साल की हो चुकी है, और पिछला सब कुछ भूल चुकी है। वो उम्मीद नहीं हारी है, आज भी वो लड़ रही है। फर्क सिर्फ इतना है कि उसने स्वयं को संभालना सीख लिया है। लोग कहते रहेंगे, तुम उन्हें रोक नहीं सकते। मुश्किलें आती रहेंगी, तुम्हें उनका सामना करना होगा, कोई साथ हो या ना हो स्वयं के लिए जीना सीखना होगा। जीवन एक जंग है, जिसमें हर दिन मरते हैं, हर दिन लड़ते हैं, और हर दिन सीखते हैं। परन्तु अंत में यही परिणाम मिलता है कि जो हुआ अच्छा हुआ। यदि जीवन में कठिनाईयाँ ना आएँगी तो जीवन का महत्त्व कोई ना समझ सकेगा।

सड़क से गाड़ियाँ गुज़र रही हैं, उसकी आँखों में नमी, होठों पे मुस्कान और चेहरे पर गर्व की झलक है।

अंजली कुमारी
एम.ए.—प्रथम वर्ष

दादी माँ

ये जीवन तो माँ देती है
पर इसे जीने का ढंग दादी माँ सिखलाती है।
घर और गृहस्थी से लेकर
जीवन का सार बतलाती है
तबीयत जो बिगड़े मेरी
मन्नत का दीया जलाती है
रुठती कभी, कभी खूब मनाती है।
एक आँसू आ जाए तो
झट से वो मुझे हँसाती है।

सीने से लगा करके अपने
मुझको रोज़ सुलाती है।
दर्द जब भी हुआ मुझे
जादू से दूर भगाती है।
मेरे खातिर वह अपनी
औलाद से भी लड़ जाती है।
देती ही रहे— माँगे कुछ न
वो दादी माँ कहलाती है।

चेतना
बी.ए.—द्वितीय वर्ष

एक पेड़

सोता वह चाँद की गोद में,
उठता वह सूरज की किरणों में,
ऐसा एक पेड़ वो।
सारी धरती लगता उसका घर है,
मानों बादल उसकी छत है,
जगमगाते तारे उसके घर का बल्ब है,
ऐसा एक पेड़ वो।
किनारों पर उसके दो भाई खड़े,
कभी लड़े नहीं वे किसी जमीन के लिए,
पतझड़ में वह झड़ जाए

बसंत में फिर भर-भर जाए,
ऐसा एक पेड़ वो।
पत्ते उसके कलश सजाएँ,
उसकी खुशबू से जग खिल-खिलाए,
हवन में जलकर उसकी समिधा
शुद्ध हवा फेलाए
ऐसा एक पेड़ वो।

स्नेहा
बी.ए.—तृतीय वर्ष

मंजिल की राह

सहमें से हैं — डगमगाए से हैं
ये नौजवान आखिर क्यों घबराए से हैं।
छूना चाहते हैं आसमान मगर
खुद पर ही झुंझलाए से हैं
कुछ तो ऐसा है जिसको खोने से डर जाते हैं
बेड़ी पाँव में उलझी है, आगे बढ़ न पाते हैं

क्यों डरते तुम बाधाओं से
खुद की ताकत पर यकीं रखो
मंजिल तो मिल ही जाएगी
तुम बढ़े चलो बस बढ़े चलो।

चेतना
बी.ए.—द्वितीय वर्ष

ਮਾਂ ਬੋਲੀ

ਸਮੇਂ ਦੀ ਹਨੇਰੀ ਵਿੱਚ ਝੁਲਣਾ ਨਹੀਂ,
ਮਾਂ ਬੋਲੀ ਪੰਜਾਬੀ ਸਾਡੀ,
ਅਸੀਂ ਇਹਨੂੰ ਭੁੱਲਣਾ ਨਹੀਂ।

ਪੰਜਾਬੀ ਸੰਪਾਦਕੀ

ਸਿੱਖਿਆ ਮਨੁੱਖ ਦਾ ਬੁਨਿਆਦੀ ਹੱਕ ਹੈ। ਇਲਮ ਦੀ ਦੌਲਤ ਸਭ ਤੋਂ ਨਿਆਰੀ ਹੈ। ਬਦਲਦੇ ਵਕਤਾਂ ਵਿੱਚ ਇਸ ਦੀ ਅਹਿਮੀਅਤ ਹੋਰ ਵੀ ਵਧੀ ਹੈ। ਸਿੱਖਿਆ ਦੇ ਨਵੇਂ ਆਯਾਮ ਹਰ ਯੁੱਗ ਵਿੱਚ ਨਵੇਂ ਦਿਸ਼ਾਵੇਸ਼ਾਂ ਨੂੰ ਛੂਹਦੇ ਰਹੇ ਹਨ। ਇਸ ਲਈ ਇਸ ਅੰਦਰ ਨਿੱਤ ਨਵੀਆਂ ਵਿਧੀਆਂ ਅਤੇ ਨਵੇਂ ਮਜ਼ਮੂਨਾਂ ਦੀ ਲੋੜ ਰਹੀ ਹੈ। ਮੌਜੂਦਾ ਦੌਰ ਦੀ ਮਸ਼ਹੂਰੀ ਬੁੱਧੀਮਾਨੀ ਨੇ ਸਿੱਖਿਆ ਤੰਤਰ ਅੱਗੇ ਕਈ ਮੁਸ਼ਕਿਲ ਸਵਾਲ ਖੜ੍ਹੇ ਕਰ ਦਿੱਤੇ ਹਨ। ਕੀ ਸਿੱਖਿਆ ਸਿਰਫ਼ ਰੋਜ਼ਗਾਰ ਮੁਹੱਈਆ ਕਰਵਾਉਣ ਦਾ ਹੀ ਜ਼ਰੀਆ ਹੈ ਜਾਂ ਫਿਰ ਸਖ਼ਸ਼ੀ ਉਸਾਰੀ ਦਾ ਵੀ ਸਾਧਨ ਹੈ। ਕੀ ਕਾਮਯਾਬੀ ਸਿਰਫ਼ ਪੈਸੇ ਨਾਲ ਮਾਪੀ ਜਾ ਸਕਦੀ ਹੈ ਜਾਂ ਫਿਰ ਖੁਸ਼ੀ ਅਤੇ ਸਕੂਨ ਵੀ ਇਸ ਦਾ ਮਾਧਿਅਮ ਬਣਦੇ ਹਨ। ਅਜਿਹੇ ਕਈ ਗੁੰਝਲਦਾਰ ਸਵਾਲ ਹਰ ਰੋਜ਼ ਪੈਦਾ ਹੋ ਰਹੇ ਹਨ। ਨਵੀਂ ਸਿੱਖਿਆ ਨੀਤੀ ਜੇਕਰ ਸ਼ਿਲਪ ਕਲਾਵਾਂ ਅਤੇ ਮਕਾਮੀ ਬੋਲੀਆਂ ਦੀ ਅਹਿਮੀਅਤ ਨੂੰ ਅੱਗੇ ਲਿਆ ਰਹੀ ਹੈ ਤਾਂ ਕਿਧਰੇ ਸਖ਼ਸ਼ੀਅਤ ਦੀ ਉਸਾਰੀ ਨਜ਼ਰਅੰਦਾਜ਼ ਤਾਂ ਨਹੀਂ ਹੋ ਰਹੀ। ਸਿੱਖਿਆ ਦਾ ਖੇਤਰ ਸਿਰਫ਼ ਅਧਿਆਪਕ ਜਾਂ ਵਿਦਿਆਰਥੀ ਦੇ ਰਿਸ਼ਤੇ ਉੱਪਰ ਹੀ ਨਿਰਭਰ ਨਹੀਂ ਕਰਦਾ। ਜਮਾਤ ਦੇ ਬਾਹਰ ਨੀਤੀ ਘਾੜਿਆਂ ਦੀ ਜ਼ਿੰਮੇਵਾਰੀ ਵੀ ਤੈਅ ਕਰਦੀ ਹੈ ਕਿ ਮੌਜੂਦਾ ਪ੍ਰਬੰਧ ਵਿੱਚ ਸਿੱਖਿਆ ਹਾਸਲ ਕਰਨ ਵਾਲੇ ਵਿਦਿਆਰਥੀ ਕਿਸ ਕਿਸਮ ਦੇ ਭਵਿੱਖੀ ਨਾਗਰਿਕ ਬਣ ਰਹੇ ਹਨ। ਅੱਜ ਦੇ ਸਮੇਂ ਵਿੱਚ ਲਾਜ਼ਮੀ ਹੈ ਕਿ ਆਲਮੀ ਪੱਧਰ ਉੱਤੇ ਜਾਣਕਾਰੀ ਦੇ ਆਦਾਨ-ਪ੍ਰਦਾਨ ਦੇ ਨਾਲ ਸੂਝ ਦਾ ਪਾਸਾਰ ਮੋਕਲਾ ਕੀਤਾ ਜਾਵੇ। ਸਿੱਖਿਆ ਦਾ ਮਕਸਦ ਬਣੇ-ਬਣਾਏ ਜਵਾਬਾਂ-ਸਵਾਲਾਂ ਦੀ ਥਾਂ ਸਿਰਜਣਾਤਮਕ ਸੋਚ ਵੀ ਹੋਵੇ। ਵਿਦਿਆਰਥੀ ਦੀ ਸਖ਼ਸ਼ੀਅਤ ਵਿੱਚ ਤਰਕ ਤੇ ਦਲੀਲ ਨਾਲ ਸੋਚ ਵਿਚਾਰਨ ਦਾ ਸੁਭਾਅ ਬਣੇ, ਵਿਗਿਆਨਕ ਸੋਚ ਉਸਦੀ ਜ਼ਿੰਦਗੀ ਅਤੇ ਵਿਚਾਰਧਾਰਾ ਦਾ ਸਹਿਜ ਹਿੱਸਾ ਹੋਵੇ। ਵੰਨ-ਸੁਵੰਨੀ ਸਭਿਆਚਾਰਕ ਵਿਰਾਸਤ ਦਾ ਅਦਬ ਉਸਦਾ ਸਲੀਕਾ ਬਣੇ। ਬੰਦਿਆਈ ਉਸਦਾ ਖ਼ਾਸਾ ਹੋਵੇ ਅਤੇ ਇਲਮ ਉਸਦੀ ਜਿਗਿਆਸਾ। ਆਮੀਨ!

ਡਾ. ਜਤਿੰਦਰ ਕੌਰ

ਪੰਜਾਬੀ ਵਿਭਾਗ

ਕੌਮੀ ਸਿੱਖਿਆ ਨੀਤੀ: ਵਾਕਫ਼ੀਅਤ ਤੇ ਤਨਕੀਦ 2020

ਆਧੁਨਿਕ ਯੁੱਗ ਵਿੱਚ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ ਮਨੁੱਖ ਲਈ ਕੇਵਲ ਆਰਥਿਕ ਵਸੀਲੇ ਜਾਂ ਰੁਜ਼ਗਾਰ ਪੈਦਾ ਕਰਕੇ ਉਸ ਦੀਆਂ ਮੁੱਢਲੀਆਂ ਲੋੜਾਂ ਪੂਰੀਆਂ ਕਰਨ ਤੱਕ ਸੀਮਤ ਨਹੀਂ ਬਲਕਿ ਸਿੱਖਿਆ ਉਹ ਸਾਧਨ ਹੈ ਜੋ ਮਨੁੱਖ ਵਿੱਚ ਚੰਗੇ ਸੰਸਕਾਰ ਪੈਦਾ ਕਰਦਾ ਹੈ ਤੇ ਉਸਨੂੰ ਚੰਗਾ ਨਾਗਰਿਕ ਬਣਾਉਣ ਵਿੱਚ ਸਹਾਈ ਹੁੰਦਾ ਹੈ। ਇਸ ਗੱਲ ਵਿੱਚ ਕੋਈ ਸ਼ੱਕ ਨਹੀਂ ਕਿ ਮਨੁੱਖ ਮੁੱਢ ਕਦੀਮ ਤੋਂ ਸਿੱਖਿਆਰਥੀ ਰਿਹਾ ਹੈ। ਕੁਦਰਤ ਨੇ ਮਨੁੱਖ ਦੀ ਸਿਰਜਣਾ ਇਸ ਪ੍ਰਕਾਰ ਕੀਤੀ ਹੈ ਕਿ ਉਹ ਇੰਨੀ ਕੁ ਸਮਝ ਵਿਕਸਿਤ ਕਰ ਗਿਆ ਹੈ ਕਿ ਦੋ ਪੱਥਰਾਂ ਦੀ ਰਗੜ ਨਾਲ ਅੱਗ ਪੈਦਾ ਕਰ ਕੇ ਠੰਡੇ ਮੌਸਮ ਤੋਂ ਬਚਿਆ ਜਾ ਸਕਦਾ ਹੈ, ਅੱਗ ਨਾਲ ਜੰਗਲੀ ਜਾਨਵਰਾਂ ਤੋਂ ਵੀ ਸੁਰੱਖਿਅਤ ਰਿਹਾ ਜਾ ਸਕਦਾ ਹੈ ਤੇ ਗੋਰੇ ਵਾਲੇ ਥਾਂ ਤੇ ਬੀਜ ਸੁੱਟਣ ਨਾਲ ਫ਼ਸਲ ਹੋ ਸਕਦੀ ਹੈ। ਇਸ ਪ੍ਰਕਾਰ ਮਨੁੱਖੀ ਵਿਕਾਸ ਵਿੱਚ ਕੁਦਰਤੀ ਸਿੱਖਿਆ ਦਾ ਇਹ ਵਰਤਾਰਾ ਅਹਿਮ ਸਥਾਨ ਰੱਖਦਾ ਹੈ।

ਮਨੁੱਖੀ ਵਿਕਾਸ ਦੇ ਅਗਲੇ ਪੜਾਅ ਤੇ ਹੌਲੀ ਹੌਲੀ ਸਿੱਖਿਆ ਦਾ ਸੰਸਥਾਈਕਰਨ ਸ਼ੁਰੂ ਹੋ ਗਿਆ ਹੈ। ਸਿੱਖਿਆ ਪ੍ਰਾਪਤੀ ਲਈ ਗੁਰੂ ਸ਼ਿਸ਼ ਪ੍ਰਣਾਲੀ ਵਿਕਸਿਤ ਹੋਈ। ਜਿੱਥੋਂ ਤੱਕ ਭਾਰਤੀ ਉਪ-ਮਹਾਂਦੀਪ ਦਾ ਸੰਬੰਧ ਹੈ, ਇੱਥੇ ਆਦਿ ਕਾਲ ਤੋਂ ਹੀ ਇਸ ਪ੍ਰਣਾਲੀ ਨੇ ਆਪਣਾ ਵਿਸ਼ਾਲ ਰੂਪ ਧਾਰਨਾ ਸ਼ੁਰੂ ਕੀਤਾ ਜੋ ਮੱਧਕਾਲ ਤੱਕ ਪਹੁੰਚਦਾ ਹੋਇਆ ਨਾਲੰਦਾ ਅਤੇ ਤਕਸ਼ਿਲਾ ਜਿਹੇ ਵਿਸ਼ਵ ਪ੍ਰਸਿੱਧ ਵਿਸ਼ਵ ਵਿਦਿਆਲਿਆਂ ਦੀ ਸਥਾਪਨਾ ਕਰਦਾ ਹੈ। ਇਤਿਹਾਸ ਗਵਾਹ ਹੈ ਕਿ ਇਨ੍ਹਾਂ ਸੰਸਥਾਵਾਂ ਵਿੱਚ ਨਾ ਕੇਵਲ ਭਾਰਤੀ ਸਰੋਂ ਦੂਰ ਦੁਰਾਡੇ ਦੇਸ਼ਾਂ ਤੋਂ ਵਿਦਿਆਰਥੀ ਵੀ ਸਿੱਖਿਆ ਗ੍ਰਹਿਣ ਕਰਨ ਲਈ ਆਉਂਦੇ ਸਨ। ਇਸ ਦੀ ਗਵਾਹੀ ਵਿਦੇਸ਼ੀ ਘੁਮੱਕੜਾਂ ਦੇ ਸਫ਼ਰਨਾਮਿਆਂ ਤੋਂ ਵੀ ਮਿਲਦੀ ਹੈ।

ਦੇਸ਼ ਦੀ ਵੰਡ ਮਗਰੋਂ 1968 ਅਤੇ 1986 ਵਿੱਚ ਆਈਆਂ ਕੌਮੀ ਸਿੱਖਿਆ ਨੀਤੀਆਂ ਦਾ ਇਹ ਅਹਿਦ ਕਿ ਉਚੇਰੀ ਵਿਦਿਆ ਮੁਲਕ ਦੇ ਹਰ ਨੁੱਕੜ-ਕੋਨੇ ਤੱਕ ਪਹੁੰਚਾਈ ਜਾਵੇ। ਇਸ ਗੱਲ ਦਾ ਪ੍ਰਮਾਣ ਹੈ ਮਨੁੱਖੀ ਵਿਕਾਸ ਵਿੱਚ ਸਿੱਖਿਆ ਹੀ ਅਹਿਮ ਭੂਮਿਕਾ ਨਿਭਾ ਸਕਦੀ ਹੈ। ਮੌਜੂਦਾ ਕੇਂਦਰ ਸਰਕਾਰ ਦੁਆਰਾ ਜੁਲਾਈ 2020 ਵਿੱਚ ਨਵੀਂ ਸਿੱਖਿਆ ਨੀਤੀ ਹੋਂਦ ਵਿੱਚ ਲਿਆਈ ਗਈ ਹੈ। ਨੀਤੀਯਾਤ੍ਰਿਆਂ ਦੁਆਰਾ ਇਸ ਸਿੱਖਿਆ ਨੀਤੀ ਨੂੰ ਭਾਰਤੀ ਸਿੱਖਿਆ ਪ੍ਰਣਾਲੀ ਵਿੱਚ 21ਵੀਂ ਸਦੀ ਦਾ ਮਹੱਤਵਪੂਰਨ ਪੜਾਅ ਮੰਨਿਆ ਜਾ ਰਿਹਾ ਹੈ। ਇਹ ਨੀਤੀ ਦਾਅਵਾ ਕਰਦੀ ਹੈ ਕਿ ਰਵਾਇਤੀ ਅਧਿਆਪਕ ਕੇਂਦਰਤ ਪ੍ਰਣਾਲੀ ਬਦਲ ਕੇ ਵਿਦਿਆਰਥੀ ਕੇਂਦਰਿਤ ਪ੍ਰਣਾਲੀ ਦੀ ਸਥਾਪਨਾ ਹੋਣੀ ਚਾਹੀਦੀ ਹੈ। ਇਹ ਨੀਤੀ ਬੋਧਾਤਮਕ ਹੁਨਰ ਦੇ ਨਾਲ-ਨਾਲ ਸਿੱਖਿਆ ਦੇ ਮੁੱਢਲੇ ਤੇ ਉੱਚ ਦਰਜਾ ਹੁਨਰ ਪ੍ਰਾਪਤ ਕਰਨ ਤੇ ਜ਼ੋਰ ਦਿੰਦੀ ਹੋਈ ਰੁਕਾਵਟਾਂ ਦੇ ਹੱਲ ਲਈ ਆਲੋਚਨਾਤਮਕ ਸੋਚ, ਭਾਵਨਾਤਮਕ ਹੁਨਰ, ਸਭਿਆਚਾਰਕ ਜਾਗਰੂਕਤਾ, ਹਮਦਰਦੀ, ਲਗਨ, ਟੀਮ ਵਰਕ, ਲੀਡਰਸ਼ਿਪ, ਰਾਬਤਾ ਆਦਿ ਅਪਣਾਉਣ ਦੀ ਗੱਲ ਕਰਦੀ ਹੈ। ਇਹ ਸਿੱਖਿਆ ਨੀਤੀ ਸਕੂਲੀ ਸਿੱਖਿਆ ਦੇ ਸੰਪੂਰਨ ਸਰਵਵਿਆਪੀਕਰਨ ਤੇ ਜ਼ੋਰ ਦਿੰਦੀ ਹੋਈ 2030 ਤੱਕ 100 ਫ਼ੀਸਦੀ ਐਨਰੋਲਮੈਂਟ ਦਾ ਟੀਚਾ ਰੱਖਦੀ ਹੈ ਤੇ ਉਚੇਰੀ ਸਿੱਖਿਆ ਦੇ ਖੇਤਰ ਵਿੱਚ 50 ਫ਼ੀਸਦੀ ਐਨਰੋਲਮੈਂਟ 2035 ਤੱਕ ਪ੍ਰਾਪਤ ਕਰਨ ਦੀ ਕਲਪਨਾ ਕਰਦੀ ਹੈ। ਇਸ ਮੰਤਵ ਦੀ ਪੂਰਤੀ ਲਈ ਵਿਦਿਅਕ ਅਦਾਰੇ ਬਹੁਵਿਸ਼ਾਈ (Multi-disciplinary) ਹੋ ਕੇ ਸਿੱਖਿਆ ਦੇ ਢੰਗਾਂ ਦਾ ਪੁਨਰਗਠਨ ਕਰਨਗੇ ਅਤੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਵਿਸ਼ਿਆਂ ਦੀ ਚੋਣ ਕਰਨ ਦੀ ਖੁਲ੍ਹ ਵੀ ਮੁਹੱਈਆ ਕੀਤੀ ਜਾਵੇਗੀ। ਇਹ ਨੀਤੀ ਇਹ ਆਸ ਵੀ ਕਰਦੀ ਹੈ ਕਿ ਸਰਕਾਰੀ ਯੂਨੀਵਰਸਿਟੀਆਂ ਨੂੰ 2035 ਤੱਕ ਖ਼ਤਮ ਕਰਕੇ ਬਹੁਵਿਸ਼ਾਈ ਯੂਨੀਵਰਸਿਟੀਆਂ ਅਤੇ ਕਾਲਜਾਂ ਦਾ ਨਿਰਮਾਣ ਕੀਤਾ ਜਾਵੇਗਾ।

ਵਿਕਾਸ ਦੀ ਤਰਫ਼ ਵੱਧਦੀ ਇਸ ਨੀਤੀ ਦੀ ਮੁਖ਼ਾਲਫ਼ਤ ਵਿੱਚ ਵੀ ਕਈ ਵਿਦਵਾਨ ਖੜ੍ਹੇ ਹੋਏ। ਕੁਝ ਦਾ ਕਹਿਣਾ ਹੈ ਕਿ ਇਸ ਨੀਤੀ ਨਾਲ ਸਕੂਲਾਂ ਅਤੇ ਕਾਲਜਾਂ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਮੁਕਾਬਲੇ ਦੀ ਭਾਵਨਾ ਤੇ ਉਸ ਨਾਲ ਸੰਬੰਧਤ ਦਬਾਅ ਵਿੱਚ ਵਾਧਾ ਹੋਇਆ ਹੈ। ਤਕਨੀਕੀ ਉਪਕਰਨਾਂ ਦੀ ਗ਼ੈਰ-ਮੌਜੂਦਗੀ ਬੱਚਿਆਂ ਵਿੱਚ ਪੜ੍ਹਨ ਦੀ ਦਿਲਚਸਪੀ ਨੂੰ ਮਨਫ਼ੀ ਕਰ ਸਕਦੀ ਹੈ ਤੇ ਗ਼ਲਤ ਉਪਯੋਗ ਨੂੰ ਵਧਾਵਾ ਦੇ ਸਕਦੀ ਹੈ। ਇਸ ਤੋਂ ਇਲਾਵਾ ਸਾਡੀ ਨਵੀਂ ਸਿੱਖਿਆ ਨੀਤੀ ਵਿੱਚ ਭਾਸ਼ਾਵਾਂ ਵਾਲੀ ਮੱਦ ਵਿੱਚ ਤਿੰਨ ਭਾਸ਼ਾਵਾਂ ਦੀ ਪੜ੍ਹਾਈ ਕਰਾਉਣ ਦੀ ਗੱਲ ਹੈ। ਕੌਮੀ ਭਾਸ਼ਾ (ਨਾ ਹੋਣ ਦੇ ਬਾਵਜੂਦ ਹਿੰਦੀ ਨੂੰ ਆਖਿਆ ਜਾਂਦਾ ਹੈ) ਸਥਾਨਕ ਭਾਸ਼ਾ ਤੇ ਅੰਗਰੇਜ਼ੀ ਦੀ ਪੜ੍ਹਾਈ

ਕਰਵਾਉਣ ਦੀ ਵਿਵਸਥਾ ਹੈ। ਇਸੇ ਵਿੱਚ ਸੰਸਕ੍ਰਿਤ ਦੀ ਪੜ੍ਹਾਈ ਉੱਤੇ ਇਸ ਕਰਕੇ ਜ਼ੋਰ ਦਿੱਤਾ ਜਾ ਰਿਹਾ ਹੈ ਕਿਉਂਕਿ ਇਸ ਵਿੱਚ ਭਾਰਤ ਦੇ ਪੁਰਾਤਨ ਗ੍ਰੰਥ, ਭਾਰਤੀ ਚਿਕਿਤਸਾ ਅਤੇ ਸੱਭਿਆਚਾਰ ਦਾ ਗਿਆਨ ਸਾਂਭਿਆ ਹੋਇਆ ਹੈ। ਸਾਡੀਆਂ ਪੁਰਾਣੀਆਂ ਯੂਨੀਵਰਸਿਟੀਆਂ ਵਿੱਚ ਸੰਸਕ੍ਰਿਤ ਰਾਹੀਂ ਸਿੱਖਿਆ ਦਿੱਤੀ ਜਾਂਦੀ ਸੀ। ਇਨ੍ਹਾਂ ਗ੍ਰੰਥਾਂ ਵਿੱਚ ਚਾਰ ਵਰਣਾਂ ਦੀ ਗੱਲ ਕੀਤੀ ਗਈ ਹੈ ਅਤੇ ਸੰਪੂਰਨ ਸਿੱਖਿਆ ਹਾਸਲ ਕਰਨ ਅਤੇ ਅੱਗੇ ਅੱਧੀ-ਅਧੂਰੀ ਸਿੱਖਿਆ ਦੂਸਰਿਆਂ ਨੂੰ ਦੇਣ ਦਾ ਹੱਕ ਵੀ ਇੱਕ ਖਾਸ ਵਰਣ ਦੇ ਲੋਕਾਂ ਤੱਕ ਸੀਮਤ ਸੀ। ਗ੍ਰੰਥਾਂ ਵਿੱਚ ਸਾਰੀਆਂ ਗੱਲਾਂ ਸੰਸਕ੍ਰਿਤ ਵਿੱਚ ਲਿਖੀਆਂ ਹੁੰਦੀਆਂ ਸੀ ਤੇ ਸੰਸਕ੍ਰਿਤ ਪੜ੍ਹਨ ਤੇ ਸਮਝਣ ਦਾ ਹੱਕ ਫਿਰ ਇੱਕ ਵਰਣ ਤੱਕ ਹੀ ਸੀਮਤ ਸੀ। ਸੰਸਕ੍ਰਿਤ ਆਮ ਲੋਕਾਂ ਦੀ ਭਾਸ਼ਾ ਨਹੀਂ ਸੀ, ਸੂਦਰਾਂ ਦੇ ਤਾਂ ਕੰਨਾਂ ਵਿੱਚ ਸਿੱਕਾ ਢਾਲ ਕੇ ਪਾਂਦੇ ਸਨ ਜੇਕਰ ਉਹ ਇਨ੍ਹਾਂ ਗ੍ਰੰਥਾਂ ਨੂੰ ਪੜ੍ਹਨ ਦੀ ਵੀ ਕੋਸ਼ਿਸ਼ ਕਰਨ। ਇਸ ਪ੍ਰਕਾਰ ਸੰਸਕ੍ਰਿਤ ਭਾਸ਼ਾ, ਸੰਸਕ੍ਰਿਤ ਵਿੱਚ ਮਿਲਣ ਵਾਲਾ ਗਿਆਨ ਹੈ ਤੇ ਇਸ ਨਾਲ ਜੁੜਿਆ ਸਭਿਆਚਾਰ ਭਾਰਤੀ ਲੋਕਾਂ ਦਾ ਸਭਿਆਚਾਰ ਕਿਵੇਂ ਹੋਇਆ? ਪਰ ਸਾਡੀ ਨਵੀਂ ਸਿੱਖਿਆ ਨੀਤੀ ਇਸੇ ਭਾਸ਼ਾ ਨੂੰ ਭਾਰਤੀਆਂ ਦੀ ਭਾਸ਼ਾ ਅਤੇ ਸਭਿਆਚਾਰ ਦਾ ਨਾਮ ਦੇ ਰਹੀ ਹੈ।

ਪੂਰਨ ਮਨੁੱਖੀ ਸੰਭਵਤਾ ਦੀ ਪ੍ਰਾਪਤੀ ਲਈ, ਇੱਕ ਨਿਆਂਕਾਰੀ ਸਮਾਜ ਦੇ ਵਿਕਾਸ ਲਈ ਅਤੇ ਕੌਮੀ ਵਿਕਾਸ ਦੇ ਵਾਧੇ ਲਈ ਸਿੱਖਿਆ ਪਹਿਲੀ ਲੋੜ ਹੈ। ਖ਼ਾਮੀਆਂ ਹੋਣ ਦੇ ਬਾਵਜੂਦ ਇਹ ਨਵੀਂ ਸਿੱਖਿਆ ਨੀਤੀ ਇੱਕ ਅਜਿਹੀ ਦ੍ਰਿਸ਼ਟੀ ਦਾ ਅਟੁੱਟ ਹਿੱਸਾ ਹੈ ਜੋ ਅਜੋਕੇ ਸਮੇਂ ਵਿੱਚ ਸਿੱਖਿਆ ਦੇ ਨਵੇਂ ਰਸਤੇ ਦਾ ਇੰਤਖ਼ਾਬ ਕਰੇਗੀ ਅਤੇ ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਬਹੁਪੱਖੀ ਸੋਚ ਦਾ ਨਿਰਮਾਣ ਕਰੇਗੀ।

ਅਗਮਜੋਤ ਕੌਰ

ਬੀ.ਏ. ਭਾਗ ਤੀਜਾ (ਆਨਰਜ਼)

ਖੁਸ਼ੀ

ਤਕਰੀਬਨ ਹਰ ਕਿਤਾਬ ਦੇ ਵਰਕਿਆਂ ਤੇ 'ਖ' ਹਰਫ ਤੋਂ ਖੁਸ਼ੀ
ਦੇਖੀ

ਮਾਂ ਪਿਓ ਦੀ ਮੁਹੱਬਤ ਵਿੱਚ

ਯਾਰਾਂ ਦੀ ਯਾਰੀ ਵਿੱਚ

ਮਸ਼ੂਕ ਦੇ ਇਸ਼ਕ ਵਿੱਚ

ਪ੍ਰਚੰਡ ਧੁੱਪਾਂ ਪਿੱਛੋਂ ਵਰਖਾ ਦੀ ਪਹਿਲੀ ਬੂੰਦਾਂ-ਬਾਂਦੀ ਵਿੱਚ

ਨਾ ਕੇਵਲ ਤੇਰੀ ਦੇਖੀ ਪਰ ਹੁੰਦੀ ਮਹਿਸੂਸ ਆਪਣੇ ਅੰਦਰ ਦੇਖੀ।

ਸਰੂਪ ਇਸਦਾ ਸਰੂਰ ਚੜ੍ਹਾਵੇ

ਵਸਦਿਆਂ ਦੇ ਇਹ ਘਰ ਵਸਾਵੇ

ਭੱਜੇ ਫਿਰਨ ਇਹਦੇ ਪਿੱਛੇ ਸਾਰੇ

ਖੋਰੇ ਕਿਹੜਾ ਫ਼ਾਨੀ ਕੌਤਕ ਦਖਾਵੇ।

ਪੜ੍ਹ ਪੜ੍ਹ ਆਲਮ ਫ਼ਾਜ਼ਲ ਹੋਇ

ਨਾ ਕੇ ਜਾਣੇ ਨਾ ਮਾਣੇ ਸੋਇ

ਨਾ ਇਹ ਬਹਿਸ਼ਤ ਨਾ ਦੇਜ਼ਖ ਹੋਇ

ਸੁਹਿਰਦ ਸਾਫ਼ ਦਿਲ ਦੀ ਲੱਭੇ ਭੋਇੰ।

ਕੀ ਮਾਣ ਕਰੀਏ ਇਸ ਖੁਸ਼ੀ ਦਾ

ਜਿਸ 'ਤੇ ਹੱਕ ਵਾਰਿਸ ਦੀ ਹੀਰ ਦਾ ਵੀ ਨਾ

ਰਾਂਝੇ ਦਾ ਵੀ ਨਾ, ਸੋਹਣੀ ਮਹੀਂਵਾਲ ਦਾ ਵੀ ਨਾ

ਇਸ਼ਕ ਦੀ ਖੁਸ਼ੀ ਕੀ ਅਲਹਿਦਾ ਨਿਕਲੀ

ਸੂਖਮਤਾਈਆਂ ਨਾਲ ਨਾ ਪਾਵੇ ਕਿੱਕਲੀ।

ਪਰ ਇਸਦਾ ਮਾਣ ਤਾਣ ਹੀ ਵੱਖਰਾ ਹੋਏ

ਜਿਹੜਾ ਨਾ ਪਾਏ ਉਹ ਰੋਏ ਧੋਏ

ਜਿਹੜਾ ਪਾਏ ਉਹ ਖੁਮਾਰੀਆਂ ਦੇ ਫਲਕ ਤੇ ਹੋਏ

ਬਲ ਨੀ ਮੁਸਲਸਲ ਖੁਸ਼ੀਆਂ ਦੀਏ ਲੋਏ !

ਸਿਹਰਾਬ ਦੇ ਇਸ ਪਾਰ ਖੜ੍ਹੀ

ਵਿੱਚ ਪਈ ਸੋਚਾਂ ਦੀ ਲੜੀ

ਕਿਸੇ ਬੋਲਿਆ ਪਿਆਰ ਖੁਸ਼ੀ ਹੈ

ਕਿਸੇ ਬੋਲਿਆ ਮਨ ਦੀ ਸੰਤੁਸ਼ਟੀ

ਕਿਸੇ ਬੋਲਿਆ ਯਾਰ ਖੁਸ਼ੀ ਹੈ।

ਕਿਸੇ ਬੋਲਿਆ ਦਿਲਦਾਰ ਦੀ ਪੁਸ਼ਟੀ

ਖਵਾਤੀਨ-ਓ-ਹਜ਼ਰਾਤ

ਸਭ ਖੇਡ ਨਜ਼ਰੀਆਂ ਦਾ।

ਲੋਇਣ ਦੁਆਰਾ ਖਲਕਤ ਨੂੰ ਦੇਖਣ ਦਾ

ਦੋ-ਚਾਰ ਓਧਰ ਕਰਕੇ

ਇਸ ਬਾਹਿਰ-ਏ-ਕਾਹਿਲ 'ਚੋਂ ਨਿਕਲਣ ਦਾ।

ਬਾਤਾਂ ਵਿੱਚੋਂ ਬਾਤ ਮੈਂ ਪਾਵਾਂ

ਖੁਸ਼ੀ ਨਾਲ ਇਸ਼ਕ ਵਿੱਚ ਆਵਾਂ

ਪਾਵੇ ਖੁਸ਼ੀ ਆਪਣੇ ਇਸ਼ਕੇ ਦਾ ਪਰਛਾਵਾਂ

ਜੋ ਮੇਰਾ ਉਹ ਇਹਦੇ ਲੇਖੇ ਲਾਵਾਂ

ਮਨ ਨੇ ਮੰਨਿਆ ਇਸ ਨੂੰ ਤੇਹ ਦਾ ਸਿਰਨਾਵਾਂ।

ਅਗਮਜੋਤ ਕੌਰ

ਬੀ.ਏ. ਭਾਗ ਤੀਜਾ (ਆਨਰਜ਼)

ਵਰਖਾ-ਰੁੱਤ

ਚੜ੍ਹਿਆ ਮਹੀਨਾ ਜਦ ਸਾਵਣ ਦਾ,
ਮੋਰਾਂ ਰੁਣ-ਝੁਣ ਲਾਈ
ਵੱਜੇ ਨਾਦ, ਗੂੰਜੇ ਰਾਗ ਮਲਹਾਰ ਦੇ,
ਛਮ-ਛਮ ਕਰਦੀ ਵਰਖਾ ਆਈ।

ਮਿੱਟੀ ਦੀ ਸੋਹਣੀ ਖੁਸ਼ਬੂ,
ਮਨ ਵਿੱਚ ਖੁਸ਼ੀ ਲਿਆਈ,
ਰੁੱਖ, ਫੁੱਲ-ਬੂਟਿਆਂ ਤੇ ਹਰਿਆਲੀ ਛਾਈ,
ਛਮ-ਛਮ ਕਰਦੀ ਵਰਖਾ ਆਈ।

ਧਰਤੀ ਵਿੱਚ ਪਾਣੀ ਆ ਰਸਿਆ,
ਕਿਸਾਨਾਂ ਮਾਰੀਆਂ ਕਿਲਕਾਰੀਆਂ,

ਖੁਸ਼ੀ ਵਿੱਚ ਸਭ ਖੀਵੇ ਹੋਏ,
ਪਸ਼ੂ-ਪੰਛੀਆਂ ਵੀ ਖੁਸ਼ੀ ਮਨਾਈ।
ਛਮ-ਛਮ ਕਰਦੀ ਵਰਖਾ ਆਈ।

ਬੱਦਲਾਂ ਵਿਚੋਂ ਸੂਰਜ ਚਮਕਿਆ,
ਸਤਰੰਗੀ ਪੀਂਘ ਹੈ ਨਿਕਲ ਆਈ,
ਬਾਲ ਨਿਕਲੇ ਘਰਾਂ ਵਿੱਚੋਂ,
ਹਰ ਚਿਹਰੇ ਤੇ ਮਸਤੀ ਛਾਈ,
ਛਮ-ਛਮ ਕਰਦੀ ਵਰਖਾ ਆਈ।

ਗੁਰਲੀਨ ਕੌਰ
ਬੀ.ਏ. ਭਾਗ ਤੀਜਾ

ਯਾਰੀ

ਆਉ ਕਰੀਏ ਸੋਹਣੀ ਜਿਹੀ ਦੋਸਤੀ ਦੀ ਗੱਲ
ਇਸ ਨਿੱਘੇ ਜਿਹੇ ਰਿਸ਼ਤੇ ਅੰਦਰ ਕੋਈ ਨਾ ਛੱਲ।

ਜਦ ਮਨ ਹੋਵੇ ਪਰੇਸ਼ਾਨ, ਕੁਝ ਨਾ ਸੁੱਝੇ
ਪਲਾਂ 'ਚ ਕਰ ਦੇਵੇ ਹਰ ਮੁਸ਼ਕਿਲ ਦਾ ਹੱਲ।

ਜਿਸ ਨੂੰ ਮਾਣਦਿਆਂ ਮੂੰਹ ਤੇ ਨੂਰ ਆਵੇ
ਦੇਵੇ ਨੇਕ ਸਲਾਹਾਂ ਤੋਰਦੀ ਅੱਗੇ ਵੱਲ

ਸੱਚੀ ਦੋਸਤੀ ਸਦਾ ਕੰਮ ਸਵਾਰੇ
ਨਾ ਕੋਈ ਲਾਰਾ ਕਦੇ ਨਾ ਆਖੇ ਆਵੀਂ ਕੱਲ

ਜਿਸਨੇ ਦੁਨੀਆਂ ਚੋਂ ਇਸ ਨੂੰ ਪਾ ਲਿਆ
ਸਮਝੋ ਉਸ ਨੇ ਮਾਰੀ ਹੈ ਵੱਡੀ ਮੱਲ

ਰੱਬ ਕਰੇ ਰਹੇ ਸਦਾ ਸਲਾਮਤ ਦੋਸਤੀ
ਜੇ ਟੁੱਟੇ ਤਾਂ ਔਖਾ ਹੋ ਜਾਏ ਸਹਿਣਾ ਸੱਲ

ਇਹ ਰਿਸ਼ਤਾ ਤਾਂ ਖੁਸ਼ਬੂਆਂ ਵੰਡਦਾ
ਕਰੇ ਹਮੇਸ਼ਾ ਸੋਹਣੀ ਪਿਆਰੀ ਗੱਲ।

ਮੰਨਤ
ਬੀ.ਸੀ.ਏ. ਭਾਗ ਪਹਿਲਾ

ਖੁਸ਼ੀ

ਖੁਸ਼ੀ ਦੇ ਰੰਗਾਂ ਨੇ, ਸਾਡੀ ਜ਼ਿੰਦਗੀ ਨੂੰ ਸਜਾਇਆ,
ਦਿਲ ਦੇ ਸੁਹਣੇ ਪੰਨਿਆਂ ਨੂੰ, ਹਰ ਦਿਨ ਨਵਾਂ ਲਿਖਾਇਆ।
ਸੂਰਜ ਦੀ ਚਮਕ ਵਿੱਚ, ਛੁਪੇ ਸੁਪਨੇ ਸਾਰੇ,
ਜਿੱਥੇ ਖੁਸ਼ੀ ਦੇ ਰੰਗ ਹਨ, ਉੱਥੇ ਸਦਾ ਲੱਗਦੇ ਪਿਆਰੇ।

ਸਮੁੰਦਰ ਦੀਆਂ ਲਹਿਰਾਂ 'ਚ, ਖੁਸ਼ੀ ਦੀ ਗੂੰਜ ਸੁਣਾਈ ਦੇਵੇ,
ਹਵਾ ਦੇ ਠੰਡੇ ਝੋਂਕੇ, ਦਿਲ ਦੀ ਬਾਤ ਸੁਣਾਈ ਦੇਵੇ।
ਹਰ ਪਲ ਦੇ ਨਖਰੇ 'ਚ, ਖੁਸ਼ੀ ਨੂੰ ਲੁਕਾਓ,
ਹਰ ਰੋਜ਼ ਦੇ ਸਵੇਰੇ ਨੂੰ, ਸੁਖਮਈ ਬਣਾਓ।

ਮਿੱਠੀ ਦੀ ਖੁਸ਼ਬੂ ਵਿੱਚ, ਸੰਗੀਤ ਦੀ ਆਵਾਜ਼ ਹੈ,
ਪਿਆਰ ਦੀਆਂ ਗੱਲਾਂ ਨਾਲ, ਖੁਸ਼ੀ ਦੀ ਰਾਤ ਹੈ।
ਚੰਨ ਦੀ ਚਾਨਣੀ ਰਾਤਾਂ ਵਿੱਚ, ਸੁਪਨੇ ਹਕੀਕਤ ਬਣੇ,
ਹਰ ਦਿਨ ਸਵੇਰੇ ਨਵੇਂ, ਖੁਸ਼ੀ ਦੇ ਸੁਨੇਹੇ ਲਏ।

ਦੋਸਤਾਂ ਦੀਆਂ ਮਿੱਠੀਆਂ ਗੱਲਾਂ, ਸਾਦਗੀ ਦੀ ਸ਼ਾਂਤੀ,
ਦਿਲ ਦੇ ਸੁਹਣੇ ਪੈਗਾਮਾਂ ਨਾਲ, ਖੁਸ਼ੀ ਦੀ ਹੈ ਮਿਠਾਸ।
ਜਿਸ ਦਿਨ ਦੀ ਪੈਦਾਇਸ਼ ਹੈ, ਉਸ ਦਿਨ ਦੀ ਬਹਾਰ ਵੀ,
ਖੁਸ਼ੀ ਦੀ ਸਾਰੀ ਸੱਚਾਈ, ਸਦਾ ਰਹੀ ਮੇਰੇ ਸਾਥ ਵੀ।

ਜਿਵੇਂ ਖੁਸ਼ੀ ਚੰਦ ਦੀ ਰਾਤ ਨੂੰ, ਨਵੀਂ ਦੋਂਦੀ ਹੈ ਚਮਕ,
ਉਸੇ ਤਰ੍ਹਾਂ ਸਾਡੀ ਜ਼ਿੰਦਗੀ ਨੂੰ, ਖੁਸ਼ੀ ਦੋਂਦੀ ਹੈ ਚਮਕਾ।
ਸਾਰੇ ਦੁੱਖਾਂ ਨੂੰ ਛੁਪਾ ਕੇ, ਖੁਸ਼ੀਆਂ ਪੈਦਾ ਕਰੀਏ,
ਹਰ ਦਿਨ, ਹਰ ਪਲ, ਖੁਸ਼ੀ ਦੇ ਰੰਗਾਂ ਵਿੱਚ ਖੋਅ ਜਾਈਏ।

ਗੁਰਲੀਨ ਕੌਰ
ਬੀ.ਸੀ.ਏ. ਭਾਗ ਦੂਜਾ

ਦੋਸਤੀ

ਕਿਸੇ ਦੇ ਲਈ ਅਹਿਸਾਸ ਹੈ,
ਕਿਸੇ ਦੇ ਲਈ ਵਿਸ਼ਵਾਸ ਹੈ,
ਪਰ ਮੇਰੇ ਲਈ ਦੋਸਤੀ ਦਾ ਮਤਲਬ ਹੀ ਕੁਝ ਖਾਸ ਹੈ।

ਦੋਸਤੀ ਹੈ ਤਾਂ ਬਚਪਨ ਹੈ,
ਯਾਦਾਂ ਨੇ, ਸ਼ਰਾਰਤਾਂ ਨੇ,
ਮੁਸਕਰਾਉਣ ਦੀਆਂ ਬਰਸਾਤਾਂ ਨੇ,
ਪਰ ਮੇਰੇ ਲਈ ਦੋਸਤੀ ਦਾ ਮਤਲਬ ਹੀ ਕੁਝ ਖਾਸ ਹੈ।

ਕਿਸੇ ਦੇ ਲਈ ਇਹ ਸੁਆਰਥ ਹੈ,
ਕਿਸੇ ਦੇ ਲਈ ਇਹ ਜਨਮਾਂ-ਜਨਮਾਂ ਦਾ ਸਾਥ ਹੈ,
ਪਰ ਮੇਰੇ ਲਈ ਦੋਸਤੀ ਦਾ ਮਤਲਬ ਹੀ ਕੁਝ ਖਾਸ ਹੈ।
ਮੇਰੇ ਲਈ ਦੋਸਤੀ ਸਭ ਤੋਂ ਖੂਬਸੂਰਤ ਤੇ ਅਨਮੋਲ ਰਿਸ਼ਤਾ ਹੈ।

**ਮਨਕੋਮਲਪ੍ਰੀਤ ਕੌਰ
ਬੀ.ਏ. ਭਾਗ ਪਹਿਲਾ**

ਦੋਸਤੀ

ਦੋਸਤੀ ਜ਼ਿੰਦਗੀ ਦੀਆਂ ਗੁੰਝਲਦਾਰ ਕਸ਼ਮਕਸ਼ਾਂ ਦੀ ਖਲਿਸ਼ ਦੇ ਦਰਮਿਆਨ ਰੂਹ ਨੂੰ ਛੂਹਣ ਵਾਲਾ ਇੱਕ ਡੂੰਘਾ ਅਤੇ ਸੂਖਮ ਤਸਕੀਨ ਦਾ ਇੱਕ ਮਨਮੋਹਣਾ ਅਹਿਸਾਸ ਹੈ। ਇਹ ਰੱਬ ਦੀ ਦੁਨੀਆਂ ਤੋਂ ਆਏ ਫਰਿਸ਼ਤਿਆਂ ਦੀ ਦਿਲਦਾਰੀ ਅਤੇ ਵੱਡੇਪਣ ਦਾ ਕੀਮਤੀ ਅਤੇ ਕੋਮਲ ਜਜ਼ਬਾਤ ਹੈ। ਇਹ ਅਹਿਲ-ਏ-ਦਿਲ ਸਾਡੇ ਅਹਿਬਾਬ ਨਾਲ ਸਾਡੀ ਨਿਸ਼ਕਾਮ, ਨਾਯਾਬ, ਨਿਰਮਲ, ਨਾਜ਼ੁਕ, ਕੁਰਬਤ ਦਾ ਨਾਂ ਹੈ। ਇਹ ਸਾਡੇ ਜੀਵਨ ਦੀ ਸਦੀਵੀਂ ਬਹਾਰ ਅਤੇ ਬੇਅੰਤ ਲੋਅ ਵਿੱਚ ਲੁੱਕੀ ਮੁਹੱਬਤ ਦਾ ਨਿਖਾਰ ਹੈ। ਦੋਸਤੀ, ਬਸ ਦਿਲ 'ਚ ਮਹਿਸੂਸ ਹੋਣ ਵਾਲਾ, ਨਾ ਸਮਝਾਉਣਯੋਗ, ਉਹ ਜੀਨਤ ਦਾ ਰਾਜ਼ ਹੈ, ਜੋ ਸਾਡੇ ਰੁਖ਼ਸਾਰ ਦੀ ਲਾਲੀ ਅਤੇ ਅੱਖਾਂ ਦੀ ਚਮਕ ਤੋਂ ਝਾਂਕਦਾ ਹੈ। ਇਹ ਆਤਮਿਕ ਪ੍ਰੇਮ ਦਾ ਸਭ ਤੋਂ ਪਿਆਰਾ ਅਤੇ ਬੇ-ਨਜ਼ੀਰ ਸੰਬੰਧ ਹੈ, ਜੋ ਪੂਰੀ ਮਾਨਵਤਾ ਨੂੰ ਮੁਕੰਮਲ ਹੋਣ ਦਾ ਆਭਾਸ ਕਰਵਾਉਂਦਾ ਹੈ। ਇਸ ਦੇ ਵਜੂਦ ਵਜੋਂ ਚਿਹਰਿਆਂ 'ਤੇ ਤਬੱਸੁਮ ਸੱਜਦੀ ਹੈ, ਰੂਹ ਖੁਸ਼ਬੂ ਨਾਲ ਮਹਿਕਦੀ ਹੈ, ਅਤੇ ਮਨੁੱਖ ਤਨਹਾਈ ਤੋਂ ਆਜ਼ਾਦ ਹੁੰਦਾ ਹੈ। ਜ਼ਰੂਰਤ 'ਤੇ ਨਹੀਂ, ਪਰ ਜਜ਼ਬੇ 'ਤੇ ਟਿੱਕੀ ਸੱਚੀ ਦੋਸਤੀ ਦੀ ਨੀਂਵ ਅਟਲ ਰਹਿੰਦੀ ਹੈ, ਅਤੇ ਉਹ ਮਿੱਤਰਤਾ ਆਬਾਦ ਰਹਿੰਦਿਆਂ, ਇਨਸਾਨੀਅਤ ਨੂੰ ਜਿਉਂਦਾ ਰੱਖਦੀ ਹੈ। ਦੋਸਤੀ ਜ਼ਖ਼ਮੀ ਦਿਲ ਦਾ ਮਰਹੱਮ, ਮੁਰਝਾਏ ਫੁੱਲ ਲਈ ਮਹਿਕ, ਹਨੇਰੇ ਵਿੱਚ ਚਾਨਣ ਦਾ ਪ੍ਰਤੀਕ ਹੈ। ਇਹ ਪਰਮਾਤਮਾ ਦੀ ਬਖ਼ਸ਼ਿਸ਼ ਅਤੇ ਖ਼ੁਦਾਈ 'ਤੇ ਵਿਸ਼ਵਾਸ ਦਾ ਜ਼ਰੀਆ ਹੈ। ਮਿੱਤਰਤਾ ਦੀ ਹੋਂਦ ਕਾਰਨ ਹੀ ਜੀਵਨ ਦਾ ਸਵਾਦ ਆਉਂਦਾ ਹੈ। ਖ਼ੁਸ਼ੀਆਂ ਦੀ ਲਹਿਰ ਵੱਗਦੀ ਹੈ। ਹਰ ਦਿਨ ਉੱਪਰ ਵਾਲੇ ਦੀ ਮਿਹਰ ਜਾਪਦੀ ਹੈ। ਦੋਸਤੀ ਦੀ ਬਦੌਲਤ ਸਾਡੀ ਆਪਣੀ ਹਸਤੀ ਮੁੱਲਵਾਨ ਲੱਗਦੀ ਹੈ। ਇਸ ਦੀ ਅਣਹੋਂਦ ਦੇ ਸਾਏ ਵਿੱਚ ਇਨਸਾਨ ਅੰਦਰੋਂ ਜੀਉਂਦਿਆਂ ਵੀ ਮਰ ਜਾਂਦਾ ਹੈ। ਸੋ, ਦੋਸਤੀ ਇੱਕ ਵਰਦਾਨ ਹੈ, ਜੋ ਜੀਵਨ ਵਾਸਤੇ ਸਭ ਤੋਂ ਅਨਮੋਲ ਅਤੇ ਖੂਬਸੂਰਤ ਖਜ਼ਾਨਾ ਹੈ।

**ਅੰਸ਼ਿਕਾ ਕੋਹਲੀ
ਬੀ.ਏ. ਭਾਗ ਪਹਿਲਾ**

ਕੌਮੀ ਸਿੱਖਿਆ ਨੀਤੀ 2020: ਇੱਕ ਨਵਾਂ ਦ੍ਰਿਸ਼ਟੀਕੋਣ

ਦੇਸ਼ ਨੂੰ ਵਿਕਾਸ ਦੇ ਰਾਹ ਤੇ ਪਾਉਣ ਅਤੇ ਪੂਰਨ ਮਨੁੱਖੀ ਸੰਭਵਤਾ ਦੀ ਪ੍ਰਾਪਤੀ ਲਈ ਸਿੱਖਿਆ ਬੁਨਿਆਦੀ ਕਦਮ ਹੈ। ਦੇਸ਼ ਦੀਆਂ ਵਧਦੀਆਂ ਹੋਈਆਂ ਵਿਕਾਸ ਲੋੜਾਂ ਨੂੰ ਨਜਿੱਠਣ ਲਈ ਭਾਰਤ ਸਰਕਾਰ ਨੇ 29 ਜੁਲਾਈ 2020 ਨੂੰ ਕੌਮੀ ਸਿੱਖਿਆ ਨੀਤੀ (ਜੋ ਇੱਕੀਵੀਂ ਸਦੀ ਦੀ ਪਹਿਲੀ ਨੀਤੀ ਹੈ) ਜਾਰੀ ਕੀਤੀ। ਸਿੱਖਿਆ ਦਾ ਟੀਚਾ ਬੱਸ ਗਿਆਨਵੀ ਵਿਕਾਸ ਹੀ ਨਹੀਂ ਬਲਕਿ ਚਰਿੱਤਰ ਨਿਰਮਾਣ ਅਤੇ ਹੁਨਰਾਂ ਵਿੱਚ ਨਿਪੁੰਨ ਪੂਰਨ ਅਤੇ ਉੱਤਮ ਵਿਅਕਤੀਆਂ ਦੀ ਸਿਰਜਣਾ ਹੋਵੇਗਾ। ਇਸ ਨੀਤੀ ਦਾ ਟੀਚਾ ਸਿੱਖਿਆ ਦੀ ਗੁਣਵੱਤਾ ਵਿੱਚ ਸੁਧਾਰ ਕਰਨ ਅਤੇ ਸਾਰੇ ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਸਿੱਖਿਆ ਨੂੰ ਸਰਲ ਬਣਾਉਣਾ ਹੈ। ਬਹੁ-ਭਾਸ਼ਾਈ ਅਤੇ ਵੈਕੋਸ਼ਨਲ ਸਿੱਖਿਆ ਨੂੰ ਤਰਜੀਹ ਦੇਣਾ ਹੈ। ਸਰਕਾਰ ਦੁਆਰਾ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਆਨਲਾਈਨ ਸਿੱਖਿਆ ਦਾ ਮੌਕਾ ਦੇ ਕੇ ਡਿਜੀਟਲ ਸਿੱਖਿਆ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਨ ਦਾ ਯਤਨ ਕੀਤਾ ਗਿਆ ਹੈ। ਪੂਰਬ-ਪਾਠਸ਼ਾਲਾ ਤੋਂ ਲੈ ਕੇ ਉਚੇਰੀ ਸਿੱਖਿਆ ਤੱਕ ਇਕਮਿਕਤਾ ਅਤੇ ਸ਼ਮੂਲੀਅਤ ਲਈ ਹੁਨਰਾਂ ਤੇ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੇ ਖ਼ਾਸ ਜੁੱਟਾਂ ਦੀ ਪਛਾਣ ਕੀਤੀ ਜਾਵੇਗੀ। ਇਸ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਆਪਣੀ ਰੁਚੀ ਅਤੇ ਯੋਗਤਾ ਦੇ ਅਨੁਸਾਰ ਵਿਸ਼ੇ ਚੁਣਨ ਦੀ ਲਚਕਤਾ ਪ੍ਰਦਾਨ ਕੀਤੀ ਗਈ ਹੈ। ਕਾਲਜ ਕੋਰਸਾਂ ਨੂੰ ਡਿਜ਼ਾਈਨ ਕਰਨ ਦੇ ਤਰੀਕੇ ਨੂੰ ਬਦਲ ਰਹੇ ਹਨ। ਉਹ ਵਧੇਰੇ ਬਹੁ ਅਨੁਸ਼ਾਸਨੀ ਵਿਕਲਪ ਪੇਸ਼ ਕਰ ਰਹੇ ਹਨ। ਇਹ ਬੁਨਿਆਦੀ ਤੌਰ ਤੇ ਸਿਰਫ ਵੱਖ-ਵੱਖ ਵਿਸ਼ਿਆਂ ਦਾ ਅਧਿਐਨ ਹੀ ਨਹੀਂ, ਹੁਣ ਹਰੇਕ ਕਲਾਸ ਜਾਂ ਸਿੱਖਣ ਦੀ ਗਤੀਵਿਧੀ ਇੱਕ ਨਿਸ਼ਚਿਤ ਸਿੱਖਿਆ ਦੇ ਕ੍ਰੈਡਿਟ ਦੇ ਬਰਾਬਰ ਹੈ। ਇਹ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਲਚਕਤਾ ਦੇਣ ਲਈ ਮਲਟੀਪਲ ਐਗਜ਼ਿਟ ਵਿਕਲਪਾਂ ਵਾਲਾ ਚਾਰ ਸਾਲਾਂ ਅੰਡਰਗ੍ਰੈਜੂਏਟ ਪ੍ਰੋਗਰਾਮ ਪੇਸ਼ ਹੋਵੇਗਾ। ਅਧਿਐਨ ਦੇ ਚਾਰ ਸਾਲਾਂ ਦੇ ਪੂਰਨ ਹੋਣ ਤੇ ਨਾਲ ਇੱਕ ਬਹੁ-ਅਨੁਸ਼ਾਸਨੀ ਬੈਚਲਰ ਡਿਗਰੀ ਪ੍ਰਦਾਨ ਕੀਤੀ ਜਾਵੇਗੀ। ਦੋ ਸਾਲ ਬਾਅਦ ਆਉਣ ਵਾਲੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਡਿਪਲੋਮਾ ਮਿਲੇਗਾ ਅਤੇ ਇੱਕ ਸਾਲ ਬਾਅਦ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਰਟੀਫਿਕੇਟ ਦਿੱਤਾ ਜਾਵੇਗਾ। ਇਸ ਦਾ ਨਿਸ਼ਾਨਾ ਆਪਣੇ ਸੰਵਿਧਾਨ ਵੱਲੋਂ ਕਿਆਸੇ ਗਏ ਇੱਕ ਸਮਾਨਤਾਮੁਖੀ, ਭਾਈਵਾਲਤਾਮੁਖੀ ਅਤੇ ਬਹੁਲਤਾਮੁਖੀ ਸਮਾਜ ਦੀ ਉਸਾਰੀ ਲਈ ਵਚਨਬੱਧ, ਉਤਪਾਦਨਸ਼ੀਲ ਅਤੇ ਯੋਗਦਾਨ ਪਾਉਣ ਵਾਲੇ ਨਾਗਰਿਕ ਤਿਆਰ ਕਰਨਾ ਹੈ। ਤੀਜੀ ਜਮਾਤ ਤੱਕ ਹਰੇਕ ਵਿਦਿਆਰਥੀ ਨੂੰ ਮੂਲ ਸਾਖਰਤਾ ਅਤੇ ਅੰਕ-ਗਿਆਨ ਹਾਸਲ ਕਰਾਉਣ ਨੂੰ ਸਭ ਤੋਂ ਵੱਧ ਤਰਜੀਹ ਦਿੱਤੀ ਜਾਵੇਗੀ। ਪਰੰਤੂ ਇਸ ਦੇ ਲਾਗੂਕਰਨ ਵਿੱਚ ਕੁਝ ਚੁਣੌਤੀਆਂ ਦੀ ਸੰਭਾਵਨਾ ਹੈ ਜਿਵੇਂ ਕਿ ਇਹ ਨੀਤੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਨਵੀਆਂ ਤਕਨੀਕਾਂ ਅਤੇ ਸਿੱਖਿਆ ਦੇ ਤਰੀਕਿਆਂ ਨਾਲ ਜਾਣੂ ਕਰਵਾਉਣ ਤੇ ਜ਼ੋਰ ਦਿੰਦੀ ਹੈ। ਇਸ ਲਈ ਅਧਿਆਪਕਾਂ ਦੀ ਸਿਖਲਾਈ ਲਈ ਵਿਆਪਕ ਪ੍ਰੋਗਰਾਮ ਚਲਾਉਣ ਦੀ ਜ਼ਰੂਰਤ ਹੈ। ਅਧਿਆਪਕਾਂ ਦੀ ਸਿਖਲਾਈ ਅਤੇ ਬੁਨਿਆਦੀ ਢਾਂਚੇ ਦੇ ਵਿਕਾਸ ਲਈ ਸਰਕਾਰ ਨੂੰ ਸਿੱਖਿਆ ਖੇਤਰ ਵਿੱਚ ਨਿਵੇਸ਼ ਵਧਾਉਣ ਦੀ ਲੋੜ ਹੈ। ਸਾਰੇ ਵਿਸ਼ਿਆਂ ਲਈ ਅਧਿਆਪਕਾਂ ਦੀ ਲੋੜੀਂਦੀ ਗਿਣਤੀ ਯਕੀਨੀ ਬਣਾਉਣ ਲਈ ਖ਼ਾਸ ਤੌਰ ਤੇ ਕਲਾ, ਸਰੀਰਕ ਸਿੱਖਿਆ ਕਿੱਤਾਮੁੱਖੀ ਸਿੱਖਿਆ ਅਤੇ ਭਾਸ਼ਾਵਾਂ ਜਿਹੇ ਵਿਸ਼ਿਆਂ ਲਈ ਅਧਿਆਪਕਾਂ ਦੀ ਭਰਤੀ ਪਾਠਸ਼ਾਲਾਵਾਂ ਅਤੇ ਪਾਠਸ਼ਾਲਾ ਸਮੂਹਾਂ ਲਈ ਕੀਤੀ ਜਾ ਸਕਦੀ ਹੈ ਅਤੇ ਪਾਠਸ਼ਾਲਾਵਾਂ ਵਿਚਕਾਰ ਰਾਜਾਂ ਦੀਆਂ ਸਰਕਾਰਾਂ ਦੀ ਪਾਠਸ਼ਾਲਾਵਾਂ ਦੀ ਸਮੂਹ ਬੰਦੀ ਅਨੁਸਾਰ ਅਧਿਆਪਕਾਂ ਦੀ ਸਾਂਝੀ ਵਰਤੋਂ ਕਰਨ ਦੀ ਲੋੜ ਹੈ। ਇਸ ਨੂੰ ਸਫਲਤਾਪੂਰਵਕ ਲਾਗੂ ਕਰਨਾ ਇੱਕ ਵੱਡੀ ਚੁਣੌਤੀ ਹੈ। ਇਸਦੇ ਲਈ ਸਰਕਾਰ, ਸਿੱਖਿਆ ਸੰਸਥਾਵਾਂ, ਅਧਿਆਪਕਾਂ ਅਤੇ ਮਾਪਿਆਂ ਦੇ ਸਾਂਝੇ ਯਤਨਾਂ ਦੀ ਜ਼ਰੂਰਤ ਹੈ। ਇਹਨਾਂ ਚੁਣੌਤੀਆਂ ਦੇ ਬਾਵਜੂਦ, ਇਸ ਨੀਤੀ ਵਿੱਚ ਭਾਰਤੀ ਸਿੱਖਿਆ ਪ੍ਰਣਾਲੀ ਵਿੱਚ ਕ੍ਰਾਂਤੀ ਲਿਆਉਣ ਦੀ ਸਮਰੱਥਾ ਹੈ। ਜੇਕਰ ਇਹਨਾਂ ਚੁਣੌਤੀਆਂ ਨੂੰ ਸਹੀ ਢੰਗ ਨਾਲ ਹੱਲ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ਤਾਂ ਇਹ ਨੀਤੀ ਦੇਸ਼ ਦੇ ਭਵਿੱਖ ਨੂੰ ਇੱਕ ਨਵੀਂ ਦਿਸ਼ਾ ਪ੍ਰਦਾਨ ਕਰ ਸਕਦਾ ਹੈ। ਇਹ ਨੀਤੀ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਆਉਣ ਵਾਲੇ ਸਮੇਂ ਦੀਆਂ ਚੁਣੌਤੀਆਂ ਦਾ ਸਾਹਮਣਾ ਕਰਨ ਅਤੇ ਉਤਪਾਦਨਸ਼ੀਲ ਮਨੁੱਖ ਬਣਾਉਣ ਵਿੱਚ ਅਹਿਮ ਭੂਮਿਕਾ ਨਿਭਾਵੇਗੀ।

ਰਵਨੂਰ ਕੌਰ
ਬੀ. ਕਾਮ- ਭਾਗ ਪਹਿਲਾ

ਉਮੀਦ

ਇਹ ਗੱਲ ਮਸ਼ਹੂਰ ਹੈ ਕਿ ਦੁਨੀਆਂ ਉਮੀਦ ਤੇ ਕਾਇਮ ਹੈ। ਅਸੀਂ ਜੋ ਵੀ ਕਰ ਰਹੇ ਹਾਂ ਜਾਂ ਜੋ ਵੀ ਹੋ ਰਿਹਾ ਹੈ ਉਹ ਉਮੀਦ ਦੇ ਸਹਾਰੇ ਹੋ ਰਿਹਾ ਹੈ। ਇਨਸਾਨ ਸੁਪਨੇ ਪੂਰੇ ਹੋਣ ਦੀ ਆਸ ਵਿੱਚ ਦੇਖਦਾ ਹੈ ਤੇ ਬਾਜ਼ ਦਫਾ ਉਸੀ ਆਸ ਦੇ ਆਧਾਰ ਤੇ ਜੀਵਨ ਦੀ ਬੇੜੀ ਪਾਰ ਕਰ ਜਾਂਦਾ ਹੈ। ਤਪਦੀ ਗਰਮੀ ਵਿੱਚ ਅਸੀਂ ਛਾਂ ਦੀ ਇੱਕ ਨਿੱਕੀ ਜਿਹੀ ਆਸ ਨਾਲ ਹੀ ਰਾਹਤ ਮਹਿਸੂਸ ਕਰਦੇ ਹਾਂ। ਉਮੀਦ ਦੀ ਕਿਰਨ ਇੱਕ ਐਸੀ ਖੁਸ਼ੀ ਨੂੰ ਜਨਮ ਦਿੰਦੀ ਹੈ ਜਿਸਦੇ ਸਹਾਰੇ ਅਸੀਂ ਆਪਣੀਆਂ ਤਮਾਮ ਮੁਸ਼ਕਲਾਤ ਤੇ ਪਰੇਸ਼ਾਨੀਆਂ ਦਾ ਮੁਕਾਬਲਾ ਕਰ ਲੈਂਦੇ ਹਾਂ। ਕਿਸੇ ਸੁਪਨੇ ਦੇ ਸਾਕਾਰ ਹੋ ਜਾਣ ਦੀ ਆਸ ਵੀ ਸਾਡੇ ਵਿੱਚ ਉਸ ਅਦਾਰੇ ਵਿੱਚ ਅੱਗੇ ਵੱਧਣ ਦਾ ਬੇਪਨਾਹ ਹੌਂਸਲਾ ਪੈਦਾ ਕਰ ਦਿੰਦੀ ਹੈ। ਕਾਰਲ ਮਾਰਕਸ ਦੀ ਇੱਕ ਜਮਾਤ ਰਹਿਤ ਸਮਾਜ ਦੀ ਸੋਚ ਨੇ ਸਾਰੇ ਜੱਗ ਵਿੱਚ ਤਰਬੱਲੀ ਮਚਾ ਦਿੱਤੀ ਅਤੇ ਸਦਾ ਲਈ ਆਪਣੇ ਆਪ ਨੂੰ ਉਸਦੇ ਨਾਂ ਨਾਲ ਸਦਾ ਲਈ ਜੋੜ ਲਿਆ। ਉਮੀਦ ਦਾ ਸਹਾਰਾ ਬੜੇ ਨਾਜ਼ੁਕ ਸਮਿਆਂ ਵਿੱਚ ਕੰਮ ਆਉਂਦਾ ਹੈ। ਇਹ ਉਮੀਦ ਹੀ ਹੈ ਜਿਸਨੇ ਸਾਨੂੰ ਮਸਰੂਫ-ਏ-ਅਮਲ ਰਖਿਆ ਹੋਇਆ ਹੈ ਵਰਨਾ ਨਾ-ਉਮੀਦੀ ਵਿੱਚ ਤਾਂ ਇਨਸਾਨ ਬਿਲਕੁਲ ਬੇ-ਅਮਲ ਹੋ ਕੇ ਰਹਿ ਜਾਏ। ਉਮੀਦ ਦੀ ਰੋਸ਼ਨੀ ਹੀ ਮੁਸੀਬਤਾਂ ਅਤੇ ਤਕਲੀਫ਼ਾਂ ਦੇ ਅੰਧਕਾਰ ਭਰੇ ਰਸਤੇ ਵਿੱਚ ਚਿਰਾਗ ਦਾ ਕੰਮ ਕਰਦੀ ਹੈ ਅਤੇ ਬੁੱਝੇ ਹੋਏ ਦਿਲਾਂ ਵਿੱਚ ਮੁੜ ਜੀਵਨ ਰੋਂ ਭਰ ਦਿੰਦੀ ਹੈ। ਇੱਥੇ 1972 ਵਿੱਚ ਹੋਏ ਦਰਦਨਾਕ Plane crash ਦੀ ਮਿਸਾਲ ਬਿਲਕੁਲ ਢੁੱਕਵੀਂ ਬੈਠਦੀ ਹੈ। ਇਸ ਹਾਦਸੇ ਦੇ ਉੱਤਰਜੀਵੀਆਂ ਦੇ ਦਿਲਾਂ ਵਿੱਚ ਜੀਵਨ ਜੀਣ ਦੀ ਠਾਠਾ ਮਾਰਦੀ ਆਸ ਬਾਕਮਾਲ ਸੀ ਜਿਨ੍ਹਾਂ ਨੇ ਆਉਣ ਵਾਲੀ ਪੀੜ੍ਹੀ ਲਈ ਆਸ ਦੀ ਪਰਿਭਾਸ਼ਾ ਹੀ ਬਦਲ ਕੇ ਰੱਖ ਦਿੱਤੀ। ਉਮੀਦ ਫਤਿਹ ਪ੍ਰਾਪਤੀ ਦੀ ਪ੍ਰਕਿਰਿਆ ਦੀ ਪਹਿਲੀ ਤੇ ਸਦੀਵੀ ਸੀੜੀ ਹੈ। ਜਦ ਅਸੀਂ ਕੋਹਸਤਾਨਾ, ਸਹਰਾਓ ਅਤੇ ਤੇਜ਼ ਹਵਾਵਾਂ ਦੇ ਬਬੋਲਿਆਂ ਵਿੱਚ ਫਸ ਜਾਂਦੇ ਹਾਂ ਤਦ ਅਸੀਂ ਅਕਸਰ ਉਮੀਦ ਦਾ ਦਾਮਨ ਪਕੜ ਕੇ ਕਾਮਯਾਬੀ ਤੋਂ ਗੁਜ਼ਰਦੇ ਹਾਂ। ਰੇਗਿਸਤਾਨਾਂ, ਦਸ਼ਤੋ-ਬੀਆਬਾਨ ਦੀਆਂ ਝੂਠੀਆਂ ਝਲਕੀਆਂ ਵਿੱਚ ਜਦ ਅਸੀਂ ਮੁਬਤਲਾ ਹੋ ਜਾਂਦੇ ਹਾਂ ਉਸ ਵਕਤ ਉਮੀਦ ਪਾਏ ਇਸਤਕਾਮਤ ਬਖਸ਼ਦੀ ਹੈ ਤੇ ਸਾਨੂੰ ਉੱਥੇ ਤੋਂ ਸਹੀ ਸਲਾਮਤ ਲੈ ਆਉਂਦੀ ਹੈ। ਉਮੀਦ ਸਾਡੀ ਰਹਿਨੁਮਾਈ ਦਾ, ਰਹਿਬਰੀ ਦਾ ਜ਼ਰੀਆ ਹੈ ਤੇ ਮਸਾਇਬ-ਓ-ਅਲਾਸ ਵਿੱਚ ਸਾਨੂੰ ਹੌਂਸਲਾ ਪ੍ਰਦਾਨ ਕਰਦੀ ਹੈ। ਅੰਗਰਜ਼ੀ ਦੇ ਰੋਮਾਂਟਿਕ ਕਵੀ ਪੀ.ਬੀ. ਸ਼ੈਲੀ ਨੇ ਆਸ ਦੇ ਪੂਰਾ ਹੋਣ ਦੀ ਆਸ ਨੂੰ ਪੁਨਰਜੀਵਤ ਕੀਤਾ ਹੈ ਜਦੋਂ ਉਨ੍ਹਾਂ ਕਿਹਾ:

“If winter comes

Can spring be far behind?”

ਸੁਰਜੀਤ ਪਾਤਰ ਨੇ ਉਮੀਦ ਬਾਰੇ ਬਿਲਕੁਲ ਦਰੁਸਤ ਫਰਮਾਇਆ ਹੈ-

“ਜੇ ਆਈ ਪਤਝੜ ਤਾਂ ਫਿਰ ਕੀ ਏ

ਤੂੰ ਅਗਲੀ ਰੁੱਤ ਵਿੱਚ ਯਕੀਨ ਰੱਖੀਂ

ਮੈਂ ਲੱਭ ਕੇ ਲਿਆਉਣਾ ਕਿਤੋਂ ਕਲਮਾਂ

ਤੂੰ ਫੁੱਲਾਂ ਜੋਗੀ ਜ਼ਮੀਨ ਰੱਖੀਂ।”

ਅਗਮਜੋਤ ਕੌਰ
ਬੀ.ਏ. ਭਾਗ ਤੀਜਾ

ਰਿਸ਼ਤਿਆਂ ਦੀ ਕਦਰ

5 ਫਰਵਰੀ 2019 ਦੀ ਇੱਕ ਸ਼ਾਮ ਨੂੰ ਇੱਕ ਧੀ ਆਪਣੇ ਪਿਉ ਨੂੰ ਦੇਖਣ ਵਾਸਤੇ ਤੜਫ ਰਹੀ ਸੀ। ਉਹ ਕੁੜੀ ਜਿਸ ਨੇ ਪਿਛਲੇ ਕੁਝ ਸਾਲਾਂ ਤੋਂ ਆਪਣੇ ਬਾਪ ਦਾ ਇੱਕ ਕਹਿਣਾ ਨਾ ਮੰਨ ਕੇ ਆਪਣੀ ਹਰ ਜ਼ਿੰਦਗੀ ਪੁਰਾਣੀ। ਇਸ ਕੁੜੀ ਦਾ ਨਾਮ ਸੀ ਰੋਣਕ। ਆਓ ਸਮੇਂ ਵਿੱਚ ਪਿੱਛੇ ਚੱਲਦੇ ਹਾਂ। ਇਹ ਗੱਲ ਹੈ 1995 ਦੀ ਜਦੋਂ ਇੱਕ ਜੱਟਾਂ ਦੇ ਘਰ ਵਿੱਚ ਧੀ ਜੰਮੀ ਸੀ, ਜਿਸ ਦਾ ਨਾਮ ਉਹਦੇ ਪਿਉ ਨੇ ਬੜੇ ਚਾਵਾਂ ਨਾਲ ਅਜੂਨੀ ਕੌਰ ਰੱਖਿਆ। ਅਜੂਨੀ ਦਾ ਬਚਪਨ ਬਹੁਤ ਹੀ ਚੰਗਾ ਬੀਤਿਆ। 2 ਸਾਲ ਮਗਰੋਂ ਅਜੂਨੀ ਦੇ ਘਰ ਉਸਦੀ ਨਿੱਕੀ ਭੈਣ ਜੰਮੀ, ਰੋਣਕ ਕੌਰ। ਰੋਣਕ ਨੇ ਵੀ ਘਰ ਵਿੱਚ ਬਹੁਤ ਰੋਣਕਾਂ ਲਾਈਆਂ। ਪੂਰਾ ਪਰਿਵਾਰ ਹੱਸਦਾ-ਖੇਡਦਾ ਰਹਿੰਦਾ ਸੀ। ਪਰ ਤਾਏ-ਚਾਚਿਆਂ ਦੇ ਘਰ ਮੁੰਡੇ ਜੰਮਣ ਕਰਕੇ, ਅਜੂਨੀ ਅਤੇ ਰੋਣਕ ਦੇ ਪਿਤਾ ਜਰਨੈਲ ਸਿੰਘ ਨੂੰ ਸਮਾਜ ਤੋਂ ਬਹੁਤ ਸੁਣਨਾ ਪੈਂਦਾ ਸੀ ਕਿ ਉਸ ਦੇ ਘਰ ਕੋਈ ਮੁੰਡਾ ਨਹੀਂ ਹੈ। ਪਰ ਉਹ ਕਿਸੇ ਦੀ ਕਹੀ ਗੱਲ ਤੇ ਗੌਰ ਨਹੀਂ ਕਰਦਾ ਸੀ। ਉਹਨੇ ਆਪਣੀ ਧੀਆਂ ਨੂੰ ਪੁੱਤਾਂ ਵਾਂਗ ਹੀ ਪਾਲਿਆ। ਕੁਝ ਹੋਰ ਸਾਲਾਂ ਬਾਅਦ ਉਹਨਾਂ ਦੇ ਘਰ ਫੇਰ ਇੱਕ ਕੁੜੀ ਹੋਈ, ਜਿਸ ਦਾ ਨਾਮ ਸੀ ਮੁਹੱਬਤ ਕੌਰ। ਤਦ ਤੱਕ ਅਜੂਨੀ ਅਤੇ ਰੋਣਕ ਥੋੜ੍ਹੀ ਵੱਡੀਆਂ ਹੋ ਗਈਆਂ ਸਨ। ਉਹ ਦੋਨੋਂ ਲੋਕਾਂ ਦੇ ਤਾਹਨੇ-ਮਿਹਣੇ ਸਮਝਣ ਲੱਗ ਪਈਆਂ ਸਨ। ਜਰਨੈਲ ਹਰ ਰਿਸ਼ਤੇ ਨੂੰ ਪੂਰਾ ਦਿਲੋਂ ਨਿਭਾਉਂਦਾ ਸੀ। ਚਾਹੇ ਉਹਨੇ ਬਹੁਤ ਇਲਜ਼ਾਮ ਅਤੇ ਧੋਖੇ ਵੀ ਖਾਏ। ਉਹ ਕਹਿੰਦਾ ਸੀ ਕੀ ਸਭ ਦਾ ਦਿਲੋਂ ਕਰੋ ਚਾਹੇ ਬੇਸ਼ਕ ਅਗਲਾ ਤੁਹਾਡਾ ਘੱਟ ਕਰੇ। ਰੋਣਕ ਇਸ ਤੋਂ ਬਿਲਕੁਲ ਉਲਟ ਚਲਦੀ ਸੀ। ਉਹ ਸਭ ਰਿਸ਼ਤੇਦਾਰਾਂ ਤੋਂ ਦੂਰ ਹੋ ਗਈ ਸੀ। ਉਹ ਬਸ ਆਪਣੇ ਮਾਤਾ-ਪਿਤਾ ਤੇ ਭੈਣਾਂ ਨੂੰ ਬੁਲਾ ਕੇ ਖੁਸ਼ ਸੀ। ਹੌਲੀ-ਹੌਲੀ ਰੋਣਕ ਆਪਣੇ ਪਿਉ ਤੋਂ ਵੀ ਦੂਰ ਹੁੰਦੀ ਗਈ। ਇਸ ਵਿਚਕਾਰ ਉਸਦਾ ਬਾਪ ਬਹੁਤ ਬੀਮਾਰ ਹੋ ਗਿਆ ਸੀ। ਜਦੋਂ ਕੋਈ ਰਿਸ਼ਤੇਦਾਰ ਮਿਲਣ ਆਉਂਦਾ ਸੀ ਤਾਂ ਰੋਣਕ ਆਖ ਦਿੰਦੀ ਸੀ ਕਿ “ਇਹ ਪਿਆਰ ਝੂਠਾ ਹੈ।”

ਰੋਣਕ ਦਾ ਪਿਉ ਉਸ ਨੂੰ ਪਿਆਰ ਨਾਲ ਸਮਝਾਉਂਦਾ- “ਪੁੱਤ ਕੋਈ ਪਿਆਰ ਝੂਠਾ ਨਹੀਂ ਹੁੰਦਾ, ਤੇਰਾ ਨਾਮ ਮੈਂ ਰੋਣਕ ਇਸ ਲਈ ਰੱਖਿਆ ਕੀ ਤੂੰ ਸਭ ਦੀ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਰੋਣਕ ਬਣੇ।” ਰੋਣਕ ਨਾਰਾਜ਼ ਹੋ ਕੇ ਆਪਣੇ ਕਮਰੇ ਵਿੱਚ ਚਲੀ ਗਈ। ਕੁਝ ਦਿਨ ਬਾਦ ਜਰਨੈਲ ਨੂੰ ਹਸਪਤਾਲ ਦਾਖਲ ਕਰਨਾ ਪਿਆ। ਘਰੇ ਕੋਈ ਨਹੀਂ ਸੀ ਤਾਂ ਜਰਨੈਲ ਦੇ ਭਾਈ ਉਸਨੂੰ ਹਸਪਤਾਲ ਤੱਕ ਲੈ ਕੇ ਗਏ। ਜਰਨੈਲ ਜਦੋਂ ਆਪਣੇ ਆਖਰੀ ਸਾਹਾਂ ਤੇ ਸੀ ਤੱਦ ਉਸਨੇ ਆਪਣੀਆਂ ਤਿੰਨੋਂ ਧੀਆਂ ਨੂੰ ਬੁਲਾ ਕੇ ਕਿਹਾ, “ਮੇਰੇ ਜਾਣ ਮਗਰੋਂ ਤੁਸੀਂ ਤਿੰਨੋਂ ਪਿਆਰ ਨਾਲ ਰਿਹੋ ਸਭ ਨਾਲ। ਜੇ ਕਿਸੇ ਵੀ ਚੀਜ਼ ਦੀ ਜ਼ਰੂਰਤ ਹੋਵੇ ਮੇਰੇ ਪਹਿਚਾਨ ਦੇ ਲੋਕਾਂ ਤੇ ਰਿਸ਼ਤੇਦਾਰਾਂ ਨੂੰ ਕਹਿਣਾ। ਸਭ ਹਾਜ਼ਿਰ ਹੋਣਗੇ। ਰੋਣਕ ਨੇ ਤਦ ਵੀ ਯਕੀਨ ਨਹੀਂ ਕੀਤਾ ਅਤੇ ਮਾੜਾ-ਚੰਗਾ ਆਖ ਕੇ ਚਲੀ ਗਈ।”

ਜਰਨੈਲ ਸਿੰਘ ਦੀ ਮੌਤ ਹੋ ਗਈ। ਸਾਰੇ ਰੀਤੀ-ਰਿਵਾਜ ਉਸਦੇ ਰਿਸ਼ਤੇਦਾਰਾਂ ਨੇ ਕੀਤੇ। ਰੋਟੀ-ਪਾਣੀ ਦਾ ਸਭ ਇੰਤਜ਼ਾਮ ਉਸਦੇ ਭਤੀਜੇ ਨੇ ਕੀਤਾ। ਉਸ ਦਿਨ ਰੋਣਕ ਨੂੰ ਅਹਿਸਾਸ ਹੋਇਆ ਕੀ ਉਹ ਉੱਝ ਹੀ ਆਪਣੇ ਪਿਉ ਨਾਲ ਲੜਦੀ ਰਹੀ। ਸਭ ਲੋਕ ਉਸਦਾ ਦਿਲੋਂ ਆਦਰ ਕਰਦੇ ਸੀ। ਰਾਤ ਨੂੰ ਰੋਂਦੀ ਹੋਈ ਉਹ ਕਹਿੰਦੀ ਹੈ ਕੀ, “ਪਾਪਾ ਮੈਨੂੰ ਮਾਫ਼ ਕਰਿਓ ਮੈਂ ਤੁਹਾਡੇ ਨਾਲ ਲੜਦੀ ਰਹੀ, ਜ਼ਿੰਦਾਂ ਕਰਦੀ ਰਹੀ। ਪਰ ਅੱਜ ਮੈਨੂੰ ਦਿਖ ਗਿਆ ਕੀ ਰਿਸ਼ਤੇ ਜ਼ਰੂਰੀ ਹਨ ਪਰ ਸਭ ਤੋਂ ਵੱਧ ਕੀਮਤੀ ਜੋ ਰਿਸ਼ਤਾ ਸੀ ਬਾਪ-ਧੀ ਦਾ, ਮੈਂ ਉਹ ਵੀ ਚੱਜ ਨਾਲ ਨਹੀਂ ਨਿਭਾਇਆ।”

ਮਨਦੀਪ ਕੌਰ
ਬੀ.ਏ. ਭਾਗ ਪਹਿਲਾ

ਬੁੱਢੀ ਮਾਈ

ਸ਼ਨੀਵਾਰ ਦਾ ਦਿਨ ਸੀ। ਅੰਬਰ ਵਿੱਚ ਸੂਰਜ ਤਪ ਰਿਹਾ ਸੀ, ਸੜਕ ਤਪ ਰਹੀ ਸੀ, ਮੇਰਾ ਕੁੜਤਾ ਪਜਾਮਾ ਭਿਜਿਆ ਹੋਇਆ ਸੀ। ਮੈਂ ਸਾਈਕਲ ਸਵਾਰ ਬਜ਼ਾਰ ਜਾ ਰਿਹਾ ਸਾਂ। ਅੱਜ ਦਿਨ ਕੁਝ ਅਜੀਬ ਜਿਹਾ ਲੱਗ ਰਿਹਾ ਸੀ। ਅੱਗੇ ਇੱਕ ਬੁੱਢੀ ਮਾਈ ਤੁਰੀ ਜਾ ਰਹੀ ਸੀ। ਪੈਰ ਨੰਗੇ, ਸਲਵਾਰ ਕਮੀਜ਼ ਜਿਸ ਵਿੱਚ ਟਾਕੀਆਂ ਲੱਗੀਆਂ ਹੋਈਆਂ ਸਨ। ਉਸਨੂੰ ਵੇਖ ਕੇ ਇਵੇਂ ਜਾਪਦਾ ਸੀ ਕਿ ਉਸਨੂੰ ਤੁਰਨ ਵਿੱਚ ਬਹੁਤ ਮੁਸ਼ਕਲ ਹੋ ਰਹੀ ਹੋਵੇ ਅਤੇ ਉਸ ਨੇ ਬਹੁਤ ਦੂਰ ਜਾਣਾ ਹੋਵੇ। ਮੇਰੇ ਦਿਲ ਵਿੱਚ ਉਸ ਪ੍ਰਤੀ ਹਮਦਰਦੀ ਜਾਗੀ, ਮੈਂ ਉਸ ਕੋਲ ਗਿਆ, ਸਾਈਕਲ ਰੋਕੀ ਅਤੇ ਪੁੱਛਿਆ “ਮਾਈ ਬੜੀ ਦੂਰ ਜਾਣਾ ਏ?” ਉਸ ਮੇਰੇ ਵੱਲ ਦੇਖ ਕੇ ਕਿਹਾ “ਪੁੱਤ ਮੈਨੂੰ ਤਰੱਕੇ ਪਿੰਡ ਲੈ ਚੱਲ।” ਮੈਂ ਸੋਚਿਆ ਉਹ ਤਾਂ ਪੰਜ ਮੀਲ ਦੀ ਦੂਰੀ ਤੇ ਹੈ। “ਹੱਛਾ ਮਾਈ।” ਮੈਂ ਉਸ ਨੂੰ ਸਾਈਕਲ ਉੱਤੇ ਬਿਠਾ ਲਿਆ ਉਹ ਬੜੀ ਹੌਲੀ ਜਾਪੇ, ਮੈਂ ਪੈਡਲ ਮਾਰਨ ਲੱਗ ਪਿਆ। ਮੈਂ ਪੈਡਲ ਮਾਰਦੇ ਮਾਈ ਨੂੰ ਸਵਾਲ ਕੀਤਾ, “ਮਾਈ ਤੂੰ ਇੰਝ ਇਕੱਲੀ, ਏਨੀ ਦੂਰ ਅਤੇ ਧੁੱਪੇ ਕੀ ਕਰ ਰਹੀ ਏਂ?” “ਪੁੱਤ, ਅੱਜ ਸੰਗਰਾਂਦ ਦੇ ਮੌਕੇ ਤੇ ਮੈਂ ਸਰਬੱਤ ਦਾ ਭਲਾ ਮੰਗਣ ਗੁਰਦੁਆਰੇ ਆਈ ਸਾਂ” ਉਸ ਉੱਤਰ ਦਿੱਤਾ। “ਮਾਈ ਤੇਰਾ ਕੋਈ ਪਰਿਵਾਰ ਵਾਲਾ ਨਹੀਂ ਹੈ, ਜੋ ਤੇਰੇ ਨਾਲ ਆਉਂਦਾ?” ਮੈਂ ਪੁੱਛਿਆ। ਉਸ ਕਿਹਾ “ਮੇਰਾ ਪਰਿਵਾਰ ਖ਼ਤਮ ਹੋ ਗਿਆ ਹੈ ਪੁੱਤਰ।” ਮੈਂ ਪੁੱਛਿਆ, “ਉਹ ਕਿਵੇਂ ਮਾਈ?” “ਮੇਰੇ ਸੱਤ ਪੁੱਤਰ ਸਨ, ਦੋ ਤਾਂ ਨਿੱਕੇ ਹੁੰਦੇ ਹੀ ਇਸ ਦੁਨੀਆਂ ਤੋਂ ਚਲੇ ਗਏ ਸਨ” ਉਸਦੀ ਆਵਾਜ਼ ਉਦਾਸੀ ਭਰਪੂਰ ਸੀ। “ਅਤੇ ਪੰਜ” ਮੇਰੇ ਕੋਲੋਂ ਰਿਹਾ ਨਾ ਗਿਆ, ਮੈਂ ਮਾਈ ਨੂੰ ਵਿਚੋਂ ਹੀ ਟੋਕਿਆ। ਉਸ ਕਿਹਾ “ਅਸਾਂ ਮਿਲ ਕੇ ਇੱਕ ਘਰ ਬਣਾਇਆ, ਸਾਂਝਾ ਘਰ, ਸੱਭਿਆਚਾਰ ਵੀ ਸਾਂਝਾ, ਸਭ ਆਪੋ-ਆਪਣਾ ਰੱਬ ਪੂਜਦੇ, ਸਾਂਝੇ ਗੀਤ ਗਾਉਂਦੇ, ਸਾਂਝੇ ਤਿਉਹਾਰ ਮਨਾਉਂਦੇ। ਪਿਆਰ ਨਾਲ ਆਪਸ ਵਿੱਚ ਘਿਓ-ਖਿਚੜੀ ਵਾਂਗ ਰਹਿੰਦੇ। ਫਿਰ ਅਜਿਹਾ ਭਾਣਾ ਵਾਪਰਿਆ, ਇੱਕ ਪਰਾਇਆ ਆਇਆ ਜੋ ਸਾਡੇ ਪਿੰਡ ਦਾ ਨਹੀਂ ਸੀ, ਪਰ ਹੈ ਤਾਂ ਮਿੱਠ-ਬੋਲੜਾ ਸੀ, ਪਹਿਲਾਂ ਸਾਡੇ ਨਾਲ ਮਿੱਠਾ ਬੋਲਦਾ ਰਿਹਾ ਪਰ ਹੌਲੀ-ਹੌਲੀ ਸਾਡੇ ਘਰ ਦੇ ਦੋ ਟੁਕੜੇ ਕਰ ਮੇਰੇ ਪੁੱਤਰਾਂ ਵਿੱਚ ਨਫਰਤ ਦਾ ਜ਼ਹਿਰ ਘੋਲ ਗਿਆ।” “ਉਹ ਕਿਵੇਂ?” “ਮੇਰੇ ਪੁੱਤਰ ਪਿਆਰ ਨਾਲ ਰਹਿੰਦੇ ਸਨ ਅਤੇ ਉੱਝ ਤਾਂ ਉਹ ਆਪ ਕਾਜ ਮਹਾਂ ਕਾਜ ਤੇ ਵਿਸ਼ਵਾਸ ਕਰਦੇ ਸਨ, ਪਰ ਵੱਡੀ ਜ਼ਮੀਨ ਹੋਣ ਕਾਰਨ ਅਸੀਂ ਖੇਤੀ ਕਰਨ ਲਈ ਮੁਲਾਜ਼ਮ ਰੱਖ ਲਿਆ, ਉਸ ਮਿੱਠ ਬੋਲੜੇ ਨੇ ਵੰਡ ਕਰੋ, ਰਾਜ ਕਰੋ ਦੀ ਨੀਤੀ ਨਾਲ ਪੰਜਾਬ, ਮੇਰਾ ਘਰ ਵੰਡ ਦਿੱਤਾ, ਉਜਾੜ ਦਿੱਤਾ। ਚਨਾਬ, ਜੇਹਲਮ ਮੇਰੇ ਵੱਡੇ ਪੁੱਤਰ ਉਸ ਪਿੱਛੇ ਲੱਗ ਘਰ ਦੇ ਦੋ ਟੁਕੜੇ ਕਰ ਦਿੱਤੇ ਜਿਵੇਂ ਉਹ ਕਦੋਂ ਦੇ ਸਾਡੇ ਸਾਂਝੇ ਸੱਭਿਆਚਾਰ ਤੋਂ ਅੱਕੇ ਹੋਣ ਅਤੇ ਵੰਡੀਆਂ ਦੀਆਂ ਤਰਕੀਬਾਂ ਘੜਦੇ ਹੋਣ।” ਮਾਈ ਨੇ ਠੰਡਾ ਹੌਂਕਾ ਭਰਦੇ ਹੋਏ ਕਿਹਾ ਜਿਵੇਂ ਕਿੰਨੇ ਸਮੇਂ ਦੀ ਕਿਸੇ ਨੂੰ ਦੱਸ ਕੇ ਦੁੱਖ ਸਾਂਝਾ ਕਰਨਾ ਚਾਹੁੰਦੀ ਹੋਵੇ। “ਤੁਸੀਂ ਉਸ ਨੂੰ ਵਰਜਿਆ ਨਾ? ਉਸ ਨੂੰ ਬਣਦਾ ਜਵਾਬ ਨਾ ਦਿੱਤਾ?” ਮੈਂ ਦੁੱਖੀ ਹੋ ਪੁੱਛਿਆ। “ਦਿੱਤਾ ਜਵਾਬ, ਲੜਾਈ ਵੀ ਕੀਤੀ ਪਰ ਉਹ ਸਿਆਣਾ ਸੀ ਅਸੀਂ ਭੋਲੇ ਪੰਛੀ, ਉਹ ਸਾਨੂੰ ਆਪਸ ਵਿੱਚ ਲੜਾ ਗਿਆ ਅਤੇ ਸਾਡੀ ਸੋਨੇ ਦੀ ਚਿੜੀ ਵੀ ਲੈ ਗਿਆ।” ਉਸ ਹਾਰੀ ਜਿਹੀ ਨੇ ਦੱਸਿਆ, ਹੁਣ ਮੇਰੇ ਤਿੰਨ ਪੁੱਤਰ ਹਨ ਉਹ ਵੀ ਪ੍ਰਦੂਸ਼ਣ ਕਾਰਨ ਬਿਮਾਰ ਹਨ। ਮੈਂ ਮਾਈ ਨੂੰ ਹੌਂਸਲਾ ਦਿੱਤਾ ਅਤੇ ਉਹ ਕਹਿਣਾ ਲੱਗੀ “ਪੁੱਤਾ ਕਿੰਨਾ ਕੁ ਸਫਰ ਰਹਿ ਗਿਆ?” ਮੈਂ ਉੱਤਰ ਦਿੱਤਾ “ਮਾਈ ਸਫਰ ਲੰਬਾ ਹੈ ਪਰ ਪਹੁੰਚ ਜਾਵਾਂਗੇ, ਤੂੰ ਫਿਕਰ ਨਾ ਕਰ।” ਮੈਂ ਧਿਆਨ ਬਦਲਣ ਲਈ ਉਸ ਨੂੰ ਸਵਾਲ ਕੀਤਾ “ਮਾਈ, ਤੇਰਾ ਕੀ ਨਾਂ ਹੈ?” ਉਸ ਉੱਤਰ ਦਿੱਤਾ “ਪੰਜਾਬੀਅਤ।”

ਕਰਮਦੀਪ ਕੌਰ
ਬੀ.ਏ. ਭਾਗ ਪਹਿਲਾ

ਆਤਮ-ਵਿਸ਼ਵਾਸ

ਆਤਮ ਵਿਸ਼ਵਾਸ ਇੱਕ ਅਜਿਹਾ ਹਥਿਆਰ ਹੈ, ਜਿਸ ਦੀ ਵਰਤੋਂ ਕਰ ਕੇ ਮਨੁੱਖ ਹਰ ਔਖੀ ਘੜੀ ਦਾ ਸਫਲਤਾਪੂਰਵਕ ਟਾਕਰਾ ਕਰ ਸਕਦਾ ਹੈ। ਆਤਮ ਵਿਸ਼ਵਾਸ ਇੱਕ ਅਜਿਹੀ ਸ਼ਕਤੀ ਹੈ ਜਿਸ ਨਾਲ ਮਨੁੱਖ ਕਿਸੇ ਵੀ ਚੀਜ਼ 'ਤੇ ਜਿੱਤ ਪਾ ਸਕਦਾ ਹੈ।

ਇਹ ਕਹਾਣੀ ਹੈ ਇੱਕ ਕੁੜੀ ਦੀ ਜਿਸ ਦਾ ਨਾਂ ਜਸ਼ਨ ਸੀ। ਜਸ਼ਨ ਇੱਕ ਕਾਬਲ ਵਿਦਿਆਰਥਣ ਸੀ ਪਰ ਉਸ ਨੂੰ ਆਪਣੇ ਆਪ ਤੇ ਭਰੋਸਾ ਨਹੀਂ ਸੀ, ਜਿਸ ਕਾਰਨ ਉਹ ਪਿੱਛੇ ਰਹਿ ਜਾਂਦੀ ਸੀ। ਉਹ ਸਕੂਲ ਵਿੱਚ ਵੀ ਬਹੁਤ ਬੋਲਦੀ, ਕਿਸੇ ਨਾਲ ਵੀ ਜ਼ਿਆਦਾ ਘੁਲਦੀ ਮਿਲਦੀ ਨਹੀਂ ਸੀ। ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੀ ਕਮੀ ਕਾਰਨ ਉਹ ਕਿਸੇ ਵੀ ਚੀਜ਼ 'ਚ ਭਾਗ ਨਹੀਂ ਲੈਂਦੀ ਸੀ। ਕਿਤੇ ਨਾ ਕਿਤੇ ਇਹ ਸਭ ਚੀਜ਼ਾਂ ਉਸ ਨੂੰ ਪਿੱਛੇ ਖਿੱਚ ਰਹੀਆਂ ਸਨ। ਜਿਸ ਦੇ ਕਾਰਨ ਉਹ ਆਪਣੀ ਯੋਗਤਾਵਾਂ, ਕਲਾ, ਆਪਣਾ ਹੁਨਰ ਕਿਸੇ ਅੱਗੇ ਵੀ ਪੇਸ਼ ਨਹੀਂ ਕਰ ਪਾਂਦੀ ਸੀ। ਉਸ ਦੇ ਘਰਦਿਆਂ ਨੇ ਵੀ ਉਸ ਨੂੰ ਬਹੁਤ ਸਮਝਾਇਆ ਪਰ ਉਸ ਵਿੱਚ ਕੁਝ ਬਦਲਾਵ ਨਾ ਆਇਆ।

ਫਿਰ ਇੱਕ ਦਿਨ ਅਜਿਹਾ ਆਉਂਦਾ ਹੈ, ਜੋ ਉਸ ਨੂੰ, ਉਸ ਦੀ ਸੋਚ ਨੂੰ ਪੂਰੀ ਤਰ੍ਹਾਂ ਬਦਲ ਕੇ ਰੱਖ ਦਿੰਦਾ ਹੈ। ਇੱਕ ਦਿਨ ਉਹ ਸ਼ਾਮ ਨੂੰ ਆਪਣੇ ਵਿਹੜੇ 'ਚ ਬੈਠੀ ਹੁੰਦੀ ਸੀ ਅਚਾਨਕ ਉਸ ਦੀ ਨਜ਼ਰ ਤਿੰਨ ਚਾਰ ਕੀੜੀਆਂ ਉੱਤੇ ਪੈਂਦੀ ਹੈ। ਜਸ਼ਨ ਉਨ੍ਹਾਂ ਨੂੰ ਨਿਹਾਰਣ ਲੱਗ ਪੈਂਦੀ ਹੈ। ਉਹ ਦੇਖਦੀ ਹੈ ਕਿ ਕੀੜੀਆਂ ਆਪਣਾ ਭੋਜਨ ਇਕੱਠਾ ਕਰ ਰਹੀਆਂ ਹਨ।

ਉਹ ਸਭ ਕੁਝ ਮਿਹਨਤ ਅਤੇ ਲਗਨ ਨਾਲ ਆਪਣੀ ਮੰਜ਼ਿਲ ਤੱਕ ਪਹੁੰਚਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰ ਰਹੀਆਂ ਸਨ। ਉਨ੍ਹਾਂ ਨੂੰ ਕਈ ਮੁਸ਼ਕਲਾਂ ਦਾ ਸਾਹਮਣਾ ਕਰਨਾ ਪਿਆ ਪਰ ਉਨ੍ਹਾਂ ਨੇ ਆਤਮ ਵਿਸ਼ਵਾਸ ਨਹੀਂ ਛੱਡਿਆ ਤੇ ਆਪਣੀ ਮੰਜ਼ਿਲ ਵੱਲ ਵੱਧਦੀਆਂ ਗਈਆਂ। ਉਹ ਜਿਵੇਂ ਦੀਵਾਰ 'ਤੇ ਚੜ੍ਹਦੀਆਂ, ਤਿਲਕ ਕੇ ਹੇਠਾਂ ਡਿੱਗ ਜਾਂਦੀਆਂ। ਸਮਾਂ ਬੀਤਦਾ ਗਿਆ, ਉਨ੍ਹਾਂ ਦੀ ਕੋਸ਼ਿਸ਼ ਜਾਰੀ ਰਹੀ। ਅੰਤ ਵਿੱਚ ਉਹ ਆਪਣੇ ਉੱਤੇ ਵਿਸ਼ਵਾਸ, ਭਰੋਸੇ ਸਦਕਾ ਆਪਣੀ ਮੰਜ਼ਿਲ ਤੱਕ ਪਹੁੰਚ ਗਈਆਂ। ਇਹ ਸਭ ਜਸ਼ਨ ਵਿਹੜੇ ਵਿੱਚ ਬੈਠੀ ਦੇਖ ਰਹੀ ਸੀ। ਜਿਸ ਦਾ ਉਸ ਉੱਤੇ ਗਹਿਰਾ ਪ੍ਰਭਾਵ ਪਿਆ। ਉਹ ਬੈਠੀ ਸੋਚਣ ਲੱਗ ਪਈ ਕਿ ਜੇਕਰ ਇਹ ਛੋਟੇ ਜੀਵ ਹੋ ਕੇ ਆਪਣੇ ਉੱਤੇ ਵਿਸ਼ਵਾਸ ਰੱਖਦੇ ਹਨ ਤਾਂ ਫਿਰ ਮੈਂ ਕਿਉਂ ਨਹੀਂ? ਇਸ ਤੋਂ ਬਾਅਦ ਜਸ਼ਨ ਨੇ ਆਪਣੀ ਜ਼ਿੰਦਗੀ 'ਚ ਇੱਕ ਨਵਾਂ ਮੋੜ ਲਿਆ। ਉਹ ਜਮਾਤ ਵਿੱਚ ਵੀ ਸਾਰਿਆਂ ਨਾਲ ਗੱਲ ਕਰਦੀ। ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਵੀ ਦੇਣ ਲੱਗ ਪਈ। ਉਹ ਸਮਝ ਗਈ ਕਿ ਸਾਨੂੰ ਕਦੇ ਵੀ ਆਪਣੇ ਆਪ ਨੂੰ ਕਿਸੇ ਤੋਂ ਘੱਟ ਨਹੀਂ ਸਮਝਣਾ ਚਾਹੀਦਾ 'ਤੇ ਹਮੇਸ਼ਾ ਆਪਣੇ ਆਪ ਤੇ ਭਰੋਸਾ ਰੱਖਣਾ ਚਾਹੀਦਾ ਹੈ।

ਮਨਪ੍ਰੀਤ ਕੌਰ
ਬੀ.ਕਾਮ. ਭਾਗ ਪਹਿਲਾ

ਸਾਦਗੀ ਹੀ ਗਹਿਣਾ ਹੈ

ਮੰਨਿਆ ਕਿ ਸਾਦਗੀ ਦਾ ਦੌਰ ਨਹੀਂ,
ਪਰ ਸਾਦਗੀ ਤੋਂ ਚੰਗਾ ਕੁਝ ਹੋਰ ਨਹੀਂ।

ਸਾਦਗੀ ਸਭ ਹੁਸਨਾਂ ਨੂੰ ਮਾਤ ਪਾਉਂਦੀ ਹੈ ਪਰ ਸ਼ਾਇਦ ਸੋਹਣੇ ਹੋਣ ਦਾ ਮਤਲਬ ਹੁਣ ਦੇ ਜ਼ਮਾਨੇ ਨੇ ਨਹੀਂ ਸਮਝਿਆ। ਸਰੀਰ ਤੇ ਘੱਟ ਕੱਪੜੇ ਪਾ ਕੇ ਸੋਹਣਾ ਲੱਗਣਾ ਸੋਹਣਾ ਨਹੀਂ ਹੁੰਦਾ, ਸਗੋਂ ਸੋਹਣੀ ਤਾਂ ਸੀਰਤ ਹੋਣੀ ਚਾਹੀਦੀ ਹੈ। ਸਾਦਗੀ ਤਾਂ ਉਸ ਪਰਮਾਤਮਾ ਦੀ ਇੱਕ ਅਨਮੁੱਲੀ ਦੇਣ ਹੈ। ਮੈਂ ਤੁਹਾਨੂੰ ਇੱਕ ਇੱਕ ਦਾ ਕਿੱਸਾ ਦੱਸਦੀ ਹਾਂ ਜੋ ਕਿ ਅਸਲ ਜ਼ਿੰਦਗੀ ਦੀ ਕਹਾਣੀ ਹੈ ਜਿਸ ਉੱਪਰ ਫਿਲਮ ਵੀ ਬਣੀ ਹੈ। ਇਸ ਫਿਲਮ ਦਾ ਇੱਕ ਸਿੱਟਾ ਸਾਦਗੀ ਵੀ ਨਿਕਲਦਾ ਹੈ। ਇਹ ਕਿੱਸਾ ਤਾਪਸੀ ਪਨੂੰ ਦੀ ਇੱਕ ਫਿਲਮ 'ਸਾਂਡ ਕੀ ਆਂਖ' ਵਾਲੀ ਪ੍ਰਕਾਸ਼ ਦਾ ਹੈ ਜਿਸ ਨੇ 85 ਸਾਲਾਂ ਦੀ ਉਮਰ ਵਿੱਚ ਗੋਲਡ ਮੈਡਲ ਜਿੱਤਿਆ ਜੋ ਕਿ ਇੱਕ ਬਹੁਤ ਵੱਡੀ ਗੱਲ ਹੁੰਦੀ ਹੈ। ਪਰ ਇਸ ਵੱਡੀ ਜਿੱਤ ਦੇ ਬਾਵਜੂਦ ਵੀ ਉਸਨੇ ਆਪਣਾ ਪਹਿਰਾਵਾ ਨਹੀਂ ਬਦਲਿਆ। ਉਸਨੇ ਸਾਦਗੀ ਨੂੰ ਅਪਨਾਈ ਰੱਖਿਆ ਜੋ ਕਿ ਆਪਣੇ ਆਪ ਵਿੱਚ ਇੱਕ ਬਹੁਤ ਵੱਡੀ ਗੱਲ ਹੈ।

ਇਹ ਅਣਮੁੱਲੀ ਦੇਣ ਮੇਰੇ ਪਰਿਵਾਰ ਵਿੱਚੋਂ ਮੇਰੀ ਮਾਂ ਨੂੰ ਵੀ ਮਿਲੀ ਹੈ। ਹਾਏ! ਉਹ ਸਾਦਗੀ ਵਿੱਚ ਕਿੰਨੀ ਫੱਬਦੀ ਆ। ਉਸਨੂੰ ਮੈਂ ਅੱਜ ਤੱਕ ਕਦੇ ਸੁਰਖੀ-ਬਿੰਦੀ ਲਾਉਂਦਿਆਂ ਤੇ ਵੇਖਿਆ ਹੀ ਨਹੀਂ। ਅਕਸਰ ਮੈਂ ਮਾਂ ਨੂੰ ਸਵਾਲ ਕਰਨਾ ਕਿ ਮਾਂ ਜਿਹੜੇ ਲੋਕ ਸਾਦਗੀ ਵਿੱਚ ਰਹਿੰਦੇ ਨੇ, ਉਹ ਅਨਪੜ੍ਹ ਹੁੰਦੇ ਆ? ਫਿਰ ਮਾਂ ਨੇ ਆਖਿਆ ਕਿ ਸਾਦਗੀ ਦਾ ਮਤਲਬ ਅਨਪੜ੍ਹਤਾ ਨਹੀਂ ਹੁੰਦਾ ਸਗੋਂ ਮਾਪਿਆਂ ਦੇ ਦਿੱਤੇ ਸੰਸਕਾਰ ਹੁੰਦੇ ਨੇ।

ਸਾਦਗੀ ਤੋਂ ਭਾਵ ਇਹ ਨਹੀਂ ਕਿ ਸਾਢੇ ਕੱਪੜੇ ਪਾਉਣਾ ਜਾਂ ਫਿਰ ਸਾਢੇ ਬਣ ਕੇ ਰਹਿਣਾ। ਅੰਦਰੂਨੀ ਸਾਦਗੀ ਵੀ ਬਹੁਤ ਮਾਇਨੇ ਰੱਖਦੀ ਆ। ਸਭ ਨੂੰ ਮਿੱਠਾ ਬੋਲਣਾ, ਨੀਵੇਂ ਹੋ ਕੇ ਰਹਿਣਾ, ਪਰਮਾਤਮਾ ਦਾ ਭਾਣਾ ਮੰਨਣਾ ਆਦਿ ਗੱਲਾਂ ਵੀ ਬਹੁਤ ਜ਼ਰੂਰੀ ਹਨ। ਇਸ ਦਾ ਅੰਤ ਮੈਂ ਇਹਨਾਂ ਸਤਰਾਂ ਨਾਲ ਕਰਦੀ ਹਾਂ—

ਸਾਦਗੀ ਤਾਂ ਕੁਦਰਤ ਦਾ ਇੱਕ ਗਹਿਣਾ ਹੈ

ਸਿੰਗਾਰ ਕੇ ਤਾਂ ਲੋਕੀ ਪੱਥਰ ਵੀ ਸਜਾ ਲੈਂਦੇ ਨੇ।

ਅਨੰਤਵੀਰ ਕੌਰ
ਬੀ.ਏ. ਭਾਗ ਤੀਜਾ

ਰਿਸ਼ਤਿਆਂ ਦੀ ਕਦਰ

ਅੱਜ ਦੀ ਨਵੀਂ ਪੀੜ੍ਹੀ ਵਿੱਚ ਰਿਸ਼ਤਿਆਂ ਦੀ ਕਦਰ ਘਟਦੀ ਜਾ ਰਹੀ ਹੈ ਅਤੇ ਅੱਜ ਅਸੀਂ ਇੱਕ ਅਜਿਹੀ ਕਹਾਣੀ ਨਾਲ ਹੀ ਤੁਹਾਨੂੰ ਜਾਣੂ ਕਰਵਾਉਂਦੇ ਹਾਂ।

ਇਹ ਕਹਾਣੀ ਦੋ ਪਰਿਵਾਰਾਂ ਨਾਲ ਜੁੜੀ ਹੋਈ ਹੈ। ਇੱਕ ਪਰਿਵਾਰ ਉਹ ਜਿਹੜਾ ਅਮੀਰ ਨਾ ਹੋਣ ਦੇ ਬਾਵਜੂਦ ਵੀ ਮਨੁੱਖੀ ਕਦਰਾਂ ਕੀਮਤਾਂ ਅਤੇ ਰਿਸ਼ਤਿਆਂ ਨੂੰ ਵੱਧ ਅਹਿਮੀਅਤ ਦਿੰਦਾ ਹੈ ਅਤੇ ਦੂਜਾ ਪਰਿਵਾਰ ਜੋ ਕਿ ਇੱਕ ਦੂਜੇ ਨਾਲ ਜੁੜੇ ਹੋਏ ਹਨ। ਉਹ ਕਾਫ਼ੀ ਅਮੀਰ ਹਨ, ਸਮਾਜ ਵਿੱਚ ਚੰਗੀ ਇੱਜ਼ਤ ਅਤੇ ਰੁਤਬਾ ਹੈ ਪਰ ਆਪਣੇ ਹੀ ਘਰਾਂ ਵਿੱਚ ਰਿਸ਼ਤਿਆਂ ਦੀ ਕਦਰ ਨਹੀਂ ਕਰਦੇ। ਘਰ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਮਹਿਮਾਨਾਂ ਨਾਲ ਉਨ੍ਹਾਂ ਦੀ ਹੈਸੀਅਤ ਨਾਲ ਵਰਤਿਆ ਜਾਂਦਾ ਹੈ ਅਤੇ ਆਪਣੇ ਨਾਲ ਦੇ ਦੂਸਰੇ ਪਰਿਵਾਰ ਜੋ ਕਿ ਬਹੁਤ ਹਉਮੇ ਰਹਿਤ ਹੈ ਉਨ੍ਹਾਂ ਨਾਲ ਵੀ ਆਪਣਾ ਕੋਈ ਤਿਉਹਾਰ ਜਾਂ ਖੁਸ਼ੀ ਸਾਂਝਾ ਨਹੀਂ ਕਰਦੇ। ਇਨ੍ਹਾਂ ਪਰਿਵਾਰਾਂ ਦੇ ਬੱਚੇ ਆਪਸ ਵਿੱਚ ਖੇਡ ਵੀ ਨਹੀਂ ਸਕਦੇ ਅਤੇ ਕਦੇ ਅਜਿਹਾ ਮੋਹ ਵੀ ਨਹੀਂ ਸੀ। ਰਮਨ ਜੋ ਕਿ ਆਪਣੀ ਅਮੀਰ ਮਾਂ-ਪਿਓ ਦਾ ਇਕੱਲਾ ਵਾਰਸ ਸੀ, ਉਹ ਆਪਣੇ ਆਪ ਨੂੰ ਵੀ ਉਸ ਰੰਗ ਵਿੱਚ ਹੀ ਢਾਲਣ ਲੱਗ ਪਿਆ ਸੀ, ਇੱਕ ਦਮ ਹੰਕਾਰੀ ਅਤੇ ਰਿਸ਼ਤਿਆਂ ਦੀ ਕਦਰ ਨਾ ਕਰਨ ਵਾਲਾ। ਉਹ ਪਿੰਡ ਵਿੱਚ ਆਪਣੇ ਆਪ ਤੋਂ ਵੱਡੇ-ਵੱਡੇ ਰਿਸ਼ਤਿਆਂ ਨਾਲ ਰਿਸ਼ਤਿਆਂ ਦੀ ਮਰਿਆਦਾ ਭੁੱਲ ਕੇ ਉਨ੍ਹਾਂ ਨਾਲ ਆਪਣੇ ਦੋਸਤਾਂ ਵਰਗਾ ਬੋਲਣ ਦਾ ਗੰਦਾ ਤਰੀਕਾ ਵਰਤਣ ਲੱਗਾ। ਉਹ ਕੁਝ ਨਹੀਂ ਸੀ ਵੇਖਦਾ ਗੱਲ ਕਰਨ ਲੱਗੇ ਕਿ ਕੋਈ ਉਸ ਤੋਂ ਵੱਡਾ ਹੈ ਕਿ ਛੋਟਾ। ਉਹ ਪੈਸਿਆਂ ਦੇ

ਹੰਕਾਰ ਵਿੱਚ ਆ ਕੇ ਗਲਤ ਕੰਮ ਕਰਨ ਲੱਗਾ। ਇਹ ਸਭ ਦੇਖ ਕੇ ਉਸਦੀ ਚਾਚੀ ਜਿਸ ਨਾਲ ਉਹ ਨਹੀਂ ਵਰਤਦੇ ਸੀ, ਉਸਨੂੰ ਬਹੁਤ ਸਮਝਾਉਂਦੀ ਪਰ ਉਸਨੂੰ ਕੁਝ ਫਰਕ ਨਾ ਪੈਂਦਾ। ਰਮਨ ਦੇ ਵਤੀਰੇ ਦੀ ਚਰਚਾ ਸਾਰੇ ਪਿੰਡ ਵਿੱਚ ਹੁੰਦੀ। ਇੱਕ ਦਿਨ ਕੁਝ ਅਜਿਹਾ ਭਾਣਾ ਵਰਤਿਆ ਰਮਨ ਦੇ ਪਰਿਵਾਰ ਨਾਲ ਕਿ ਉਨ੍ਹਾਂ ਦਾ ਸਾਰਾ ਪੈਸਾ, ਜ਼ਮੀਨ-ਜਾਇਦਾਦ ਉਨ੍ਹਾਂ ਦੇ ਹੱਥੋਂ ਚਲੀ ਗਈ। ਇਹ ਸਭ ਦੇਖ ਕੇ ਤਿੰਨੋਂ ਜੀਅ ਬਹੁਤ ਦੁਖੀ ਹੋਏ। ਪਰ ਉਨ੍ਹਾਂ ਵਿੱਚ ਹਾਲੇ ਵੀ ਬਹੁਤ ਹੰਕਾਰ ਸੀ। ਉਨ੍ਹਾਂ ਨੂੰ ਲੱਗਦਾ ਸੀ ਕਿ ਪਿੰਡ ਵਿੱਚ ਜਿਹੜੇ ਹੋਰ ਅਮੀਰ ਲੋਕ ਹਨ, ਉਹ ਉਨ੍ਹਾਂ ਦੀ ਸਹਾਇਤਾ ਕਰਨਗੇ ਪਰ ਉਨ੍ਹਾਂ ਨੇ ਸਾਥ ਦੇਣ ਤੋਂ ਮਨਾਂ ਕਰ ਦਿੱਤਾ। ਉਹ ਸਾਰੇ ਕਿਤੇ ਗਏ ਪਰ ਆਪਣੇ ਉਸ ਛੋਟੇ ਭਰਾ ਘਰ ਨਹੀਂ ਗਏ ਕਿਉਂਕਿ ਉਹ ਗਰੀਬ ਸਨ ਪਰ ਜਦੋਂ ਵੀ ਕੋਈ ਵੀ ਸਹਾਰਾ ਨਾ ਮਿਲਿਆ ਤਾਂ ਜਦ ਉਹ ਉਨ੍ਹਾਂ ਦੇ ਘਰ ਦੇ ਗੇਟ ਬਾਹਰ ਗਏ ਤਾਂ ਰਮਨ ਦੇ ਚਾਚਾ-ਚਾਚੀ ਅਤੇ ਉਸ ਦੇ ਬੱਚਿਆਂ ਨੇ ਉਨ੍ਹਾਂ ਨੂੰ ਬਹੁਤ ਪਿਆਰ ਅਤੇ ਸਤਿਕਾਰ ਨਾਲ ਉਨ੍ਹਾਂ ਨੂੰ ਆਪਣੇ ਘਰ ਵਿਚ ਬੁਲਾਇਆ ਅਤੇ ਜੋ ਵੀ ਬਣਦੀ ਸਹਾਇਤਾ ਹੋਈ ਉਨ੍ਹਾਂ ਦੀ ਕੀਤੀ। ਹੁਣ ਰਮਨ ਤੇ ਉਸਦੇ ਪਰਿਵਾਰ ਨੂੰ ਅਹਿਸਾਸ ਹੋਇਆ ਕਿ ਪੈਸਿਆਂ ਨੂੰ ਮਹੱਤਤਾ ਦੇਣ ਨਾਲੋਂ ਚੰਗਾ ਰਿਸ਼ਤਿਆਂ ਦੀ ਕਦਰ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ।

ਨਿਸ਼ਾ

ਬੀ.ਏ. ਭਾਗ ਦੂਜਾ

ਆਤਮ-ਵਿਸ਼ਵਾਸ

‘ਆਤਮ-ਵਿਸ਼ਵਾਸ’ ਇੱਕ ਮਨੁੱਖ ਦੀ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਬਹੁਤ ਮਹੱਤਵ ਰੱਖਦਾ ਹੈ। ਜਿਵੇਂ ਇੱਕ ਨਿੱਕੀ ਜਿਹੀ ਕੀੜੀ ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੇ ਬਲਬੂਤੇ ਤੇ ਲੰਮੀ ਦੂਰੀ ਤੈਅ ਕਰ ਲੈਂਦੀ ਹੈ। ਇੱਕ ਆਤਮ-ਵਿਸ਼ਵਾਸ ਰੱਖਣ ਵਾਲਾ ਵਿਅਕਤੀ ਉੱਚੀ ਤੋਂ ਉੱਚੀ ਚੋਟੀ ਵੀ ਪਾਰ ਕਰ ਲੈਂਦਾ ਹੈ। ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੇ ਜ਼ਰੀਏ ਮਨੁੱਖ ਹਰ ਕਠਿਨਾਈ ਅਸਾਨੀ ਨਾਲ ਪਾਰ ਕਰ ਸਕਦਾ ਹੈ।

ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੀ ਇੱਕ ਬਹੁਤ ਚੰਗੀ ਉਦਾਹਰਣ ਹੈ ਕਿ ਇੱਕ ਪਿੰਡ ਵਿੱਚ ਇੱਕ ਕੁੜੀ ਰਹਿੰਦੀ ਸੀ ਜੋ ਕਿ ਇੱਕ ਗਰੀਬ ਘਰ ਨਾਲ ਸੰਬੰਧਤ ਸੀ। ਪਰ ਉਹ ਪੜ੍ਹਾਈ ਵਿੱਚ ਬਹੁਤ ਹੀ ਦਿਲਚਸਪੀ ਰੱਖਦੀ ਸੀ। ਉਹ ਦਿਨ ਰਾਤ ਮਿਹਨਤ ਕਰਦੀ ਰਹਿੰਦੀ ਸੀ। ਉਸ ਨੇ ਆਪਣੀ ਮਿਹਨਤ ਨੂੰ ਜਾਰੀ ਰੱਖਦਿਆਂ ਹੋਇਆਂ ਆਪਣੀ ਪੜ੍ਹਾਈ ਪੂਰੀ ਕੀਤੀ।

ਫਿਰ ਉਸਨੇ ਸਰਕਾਰੀ ਨੌਕਰੀ ਲਈ ਪੇਪਰ ਦੀ ਤਿਆਰੀ ਕੀਤੀ। ਕਿਉਂਕਿ ਉਹ ਇੱਕ ਗਰੀਬ ਘਰ ਤੋਂ ਸੀ ਇਸ ਕਰਕੇ ਉਸਨੂੰ ਵਧੀਆ ਕੋਚਿੰਗ ਕਲਾਸ ਨਹੀਂ ਮਿਲ ਸਕੀ। ਪਰ ਫਿਰ ਵੀ ਉਸ ਨੇ ਆਪਣੇ ਪੇਪਰ ਦੀ ਤਿਆਰੀ ਲਈ ਇੱਕ ਲਾਇਬਰੇਰੀ ਵਿੱਚ ਕੰਮ ਕਰਨਾ ਸ਼ੁਰੂ ਕੀਤਾ। ਉਹ ਨਾਲੇ ਤਾਂ ਉੱਥੇ ਕੰਮ ਕਰਦੀ ਤੇ ਉੱਥੋਂ ਆਪਣੀ ਪੜ੍ਹਾਈ ਨਾਲ ਸੰਬੰਧਿਤ ਕਿਤਾਬਾਂ ਪੜ੍ਹਦੀ ਰਹਿੰਦੀ। ਉਸਨੇ ਆਪਣੀ ਇਸ ਮਿਹਨਤ ਨੂੰ ਜਾਰੀ ਰੱਖਿਆ ਤੇ ਇੱਕ ਦਿਨ ਆਇਆ ਉਹ ਆਪਣੀ ਪੂਰੀ ਤਿਆਰੀ ਨਾਲ ਆਪਣੀ ਪ੍ਰੀਖਿਆ ਦੇਣ ਲਈ ਗਈ।

ਜ਼ਿਆਦਾ ਚੰਗੀ ਪੜ੍ਹਾਈ ਨਾ ਹੋਣ ਦੇ ਕਾਰਨ ਉਹ ਪ੍ਰੀਖਿਆ ਵਿੱਚ ਪਾਸ ਨਾ ਹੋ ਸਕੀ। ਉਹ ਬਹੁਤ ਉਦਾਸ ਹੋਈ। ਪਰ ਉਸ ਨੇ ਫਿਰ ਵੀ ਆਤਮ ਵਿਸ਼ਵਾਸ ਹੋਰ ਪੱਕਾ ਕੀਤਾ ਤੇ ਫਿਰ ਤੋਂ ਪੜ੍ਹਾਈ ਸ਼ੁਰੂ ਕੀਤੀ। ਇਸੇ ਦੌਰਾਨ ਉਹ ਇੱਕ ਵਾਰ ਹੋਰ ਪ੍ਰੀਖਿਆ ਵਿੱਚੋਂ ਪਾਸ ਨਾ ਹੋ ਸਕੀ ਪਰ ਉਸ ਵਿੱਚ ਇੰਨਾ ਆਤਮ ਵਿਸ਼ਵਾਸ ਸੀ ਕਿ ਉਸ ਨੇ ਆਪਣੀ ਮਿਹਨਤ ਜਾਰੀ ਰੱਖੀ।

ਇਸੇ ਆਤਮ ਵਿਸ਼ਵਾਸ ਤੇ ਮਿਹਨਤ ਦੇ ਸਦਕੇ ਉਸਨੇ ਆਪਣੀ ਪ੍ਰੀਖਿਆ ਪਾਸ ਕੀਤੀ।

ਇਸੇ ਤਰ੍ਹਾਂ ਕਦੇ ਵੀ ਆਤਮ ਵਿਸ਼ਵਾਸ ਨਹੀਂ ਛੱਡਣਾ ਚਾਹੀਦਾ ਤੇ ਮਿਹਨਤ ਜਾਰੀ ਰੱਖਣੀ ਚਾਹੀਦੀ ਹੈ।

ਨਵਜੋਤ ਕੌਰ

ਬੀ.ਏ. ਭਾਗ ਦੂਜਾ



Science Section

EDITORIAL

NEP 2020- A NEW ERA IN THE INDIAN EDUCATION SYSTEM

“Education is not the learning of facts, but the training of the mind to think”

-Albert Einstein

National Education Policy (NEP) 2020 is more than just a policy- it's a promise to reshape India's educational system, not just by enriching minds with knowledge but by empowering hearts with skill and confidence. It is a major transformative step taken in the field of education by the Government of India. The policy aims to revolutionize the Indian education system. The traditional system was more rigid and focused mainly on theoretical knowledge; however, NEP 2020 embraces a more flexible, multidisciplinary and practical approach to learning. It has emerged as a holistic framework that bridges the gap by integrating practical skills alongside academic excellence.

The policy envisions a central role for skill development and digital empowerment in preparing students for future challenges. It promotes vocational training, hands-on-learning from an early age, internships, collaboration with industries, and a focus on entrepreneurship, leadership and soft skills, all of which help to align the education system with commercial demands. Furthermore, the promotion of digital literacy, learning through online platforms, artificial intelligence, robotics and digital infrastructure aims to build a generation equipped to meet the demands of the 21st century. The inclusiveness of these major reforms under NEP 2020 will help secure employment, encourage innovation and entrepreneurship, and reduce unemployment which will ultimately contribute to national progress.

The theme for Mehr Jyoti- 2025 is “NEP Edition: Skill Development and Digital Empowerment”. The diverse perspectives of our students on this topic have been thoughtfully documented in this

section. The articles not only reflect a keen understanding of the transformative concepts but also a vision for a future that bridges the gap between knowledge and practical application. As the Staff Editor of this section, I felt happy to reshape it and thoroughly enjoyed the process. I express my sincere gratitude to our worthy Principal, **Mrs. Neena Sharma**, who is our biggest support system and we feel blessed to work under her able guidance. I also congratulate our Editor-in-Chief, Dr. Sunaina Jain, for successfully leading the annual magazine of the college. I am grateful to my student editor Manpriya Singh from M.Sc Chemistry 2nd year for her active engagement. Finally, I thank all the students from the Science Department for their thoughtful contributions.

Staff Editor
Dr. Aanchal Batra
Assistant Professor, PG Department of Chemistry

STUDENT EDITORIAL

EDUCATION: More is Less

“Intelligence plus character – the goal of true education”

As we advance rapidly in this modern era, surrounded by technologies, the need for change becomes increasingly evident. Change comes from knowledge, something so vast that it fits the idea of "more is less."

Today's world is largely digitally empowered and the traditional golden methods of gaining knowledge struggle to provide the same comfort and effectiveness they once did. Recognizing these challenges, the Indian government has introduced the 'National Education Policy (NEP) 2020'. This policy aims to provide high-quality education by focusing on cognitive skills, emotional development, creativity and other essential abilities. It makes education more experiential, holistic, integrated, learner-centered, discussion-based, flexible and most importantly enjoyable. The policy aims for India to be second to none in the field of education by 2040.

The teachers are a crucial part of the learning process and this policy seeks to re-establish their role and significance. Regardless of their place of residence, students will be able to access quality education. The policy envisions to replace the traditional 10+2 system in schools with a new pedagogical structure of 5+3+3+4 years. Additionally, it emphasizes integrating digital learning into education, equipping students to navigate a future shaped by artificial intelligence, automation and the digital economy. The NEP also aims to bridge the gap between urban and rural education systems by expanding internet access, infrastructure and affordable digital devices. It ensures that students, regardless of their geographical location, can access quality education, digital content and vocational training.

The policy also addresses the issue of commercialization of education through multiple measures. These include a "light but tight" regulatory approach that mandates full public self-disclosure of finances, procedures, courses, program offerings and educational outcomes. Additionally, it emphasizes substantial investment in public education and the implementation of strong governance mechanisms for both public and private institutions.

Manpriya Singh
MSc II Chemistry
(Student Editor)

NEP: SKILL DEVELOPMENT AND DIGITAL EMPOWERMENT-A GAME CHANGER FOR INDIA

“Education is the most powerful weapon which you can use to change the world”

-Nelson Mandela

NEP aims to transform India's education system by integrating skill development and digital empowerment into mainstream learning. It has shifted emphasis in education from cramming textbooks and scoring marks to promoting skill innovation and digital empowerment.

NEP 2020 introduces several measures to enhance skill-based learning, ensuring that students gain practical knowledge and employability skills. It has introduced vocational training from Class 6, along with internships. The focus will be on coding, AI, data science and entrepreneurship, alongside traditional skills. By the end of 2025, at least 50% of learners will have exposure to vocational education. Moreover, higher educational institutions will offer flexible subject choices to encourage skill-based learning. Courses will incorporate hands-on training, real-world problem-solving and industry collaboration. The Academic Bank of Credits (ABC) will allow students to accumulate and transfer credits across institutions. Universities will collaborate with startups, industries and research centers to enhance practical learning. Internships and apprenticeships will become a key component of the curriculum.

The policy also promotes the use of online learning platforms, AI-driven assessments and digital tools to make education more interactive. Initiatives like DIKSHA (Digital Infrastructure for Knowledge Sharing), SWAYAM and PM-eVIDYA provide free e-learning content for students and teachers. Online open courses make quality education accessible to rural and remote learners. Furthermore, coding is introduced at an early stage to prepare students for the digital economy. Digital literacy programs empower citizens with the essential IT skills for modern workplaces. The policy highlights the idea that skill-based education is not a privilege; it is a necessity.

NEP 2020's focus on skill development and digital empowerment aligns with India's goal of becoming a knowledge-driven economy. By integrating vocational training and technology into mainstream education, the policy ensures that students are well-equipped for the evolving job market. This transformative approach will bridge the skill gap, promote entrepreneurship and empower India's youth to compete globally in the digital age.

Shagun Thakur
MSc II Chemistry

HARNESSING THE POWER OF SKILL AND TECHNOLOGY: THE NEP APPROACH

The National Education Policy (NEP) 2020 represents a shift in India's approach to education, with a strong emphasis on skill development and digital empowerment. Recognizing the rapidly evolving demands of the 21st century workforce, NEP aims to equip individuals with the necessary opportunities to thrive in a technology-driven world. One of the cornerstones of the NEP's skill development agenda is the integration of vocational training into school education from an early stage. This approach will not only provide students with practical skills but also expose them to diverse career pathways, enabling them to make informed choices about their future.

The focus on hands-on learning and experiential education will further enhance skill acquisition and employability.

The NEP also emphasizes the importance of industry-academia partnerships. By collaborating with industries, educational institutions can align their curricula with the needs of the market. This will ensure that students acquire skills that are both relevant and in demand, increasing their chances of employment. Internships, apprenticeships and industry visits will provide students with valuable real-world experience, making them better prepared for the workforce.

Digital empowerment is another crucial element of the vision of NEP. This includes developing digital infrastructure, creating high-quality digital content and training teachers to effectively use technology in the classroom. The policy's focus on digital literacy will equip students with the skills needed to navigate the digital world, access information and participate in the digital economy.

Furthermore, NEP acknowledges the importance of lifelong learning. In a rapidly changing world, individuals need to continuously upgrade their skills and knowledge to remain relevant. The policy promotes the development of online learning platforms and flexible learning options, making it easier for individuals to pursue further education and training throughout their lives. This focus on continuous learning will be crucial in enabling individuals to adapt to the ever-evolving demands of the job market. The successful implementation of NEP will be pivotal in realizing India's vision of becoming a global economic powerhouse.

Arumita
BSc III Medical

A PATHWAY TO TRANSFORM INDIA'S EDUCATIONAL LANDSCAPE

The National Education Policy (NEP) 2020 has laid out a road-map to transform the Indian education system with a focus on overall development, experiential learning and the integration of technology. NEP aims to overhaul the Indian education system to meet the ever-evolving needs of the country and the global community. NEP 2020 recognizes the importance of digital education and has emphasized the need for its integration into the school curriculum. The policy foresees technology-based education that will not only enhance the learning experience but also facilitate personalized learning. Digital education will be an integral part of the curriculum, with a focus on developing digital literacy, critical thinking and problem-solving skills.

The vision of NEP 2020 underscores the importance of skill development from an early age. A central focus of the policy is the inclusion of vocational courses at every stage of education, beginning from the school level to higher education. This will enable students to pursue a wide range of skills that are in demand in today's job market. The policy advocates for a flexible, multi-disciplinary curriculum that allows students to combine academic and vocational subjects, ensuring they have well-rounded education that prepares them for various career paths. The policy also encourages the setting up of skill development centers and the partnership of educational institutions with industrial bodies to offer job-oriented training. This will help bridge the gap between the demand and supply of skilled labor, enhancing the productivity and competitiveness of India's workforce.

NEP 2020 places a strong emphasis on digital empowerment as digital technology is transforming the way education is delivered and received. The policy acknowledges that digital literacy is no longer an optional skill but a necessity for students to thrive in the modern world. The policy advocates for the expansion of digital education platforms, such as DIKSHA, which can offer students access to high quality learning materials. The policy aims for making digital learning accessible to all students, including those in rural and under-served areas to ensure an equitable educational experience. The key aspect of digital empowerment is ensuring that educators are equipped with the skills to teach using modern technology.

A significant challenge in the Indian education system is to bridge the gap between urban and rural areas in terms of access to quality education and skill development resources. NEP addresses this by promoting digital solutions that can reach students in remote corners of the country. With the expansion of the internet, infrastructure and affordable digital devices, the policy aims to ensure that students, irrespective of their geographical location, can access quality education content and vocational training.

The ultimate goal of the skill development and digital empowerment initiatives of NEP 2020 is to prepare India's workforce for a future shaped by automation, artificial intelligence and the digital economy. By fostering a generation of digitally literate, skilled and adaptable individuals, India will be better prepared to face the challenges of a fast-evolving world.

Kanvi
BSc I Non-Medical

SKILLS, TECHNOLOGY AND TRANSFORMATION: NEP'S BLUEPRINT FOR SUCCESS

The National Education Policy, widely known as NEP, was approved by the Union Cabinet of India in 2020. It represents a paradigm shift in India's approach to education, recognizing the rapidly evolving global landscape. It places a strong emphasis on skill development and digital empowerment to equip students with the necessary tools to thrive in the 21st century.

NEP 2020 is an attempt to acknowledge that the traditional educational methods no longer meet the requirements of the present world. To address these challenges, the policy advocates for the integration of vocational training and skill development programs into the mainstream curriculum.

It aims to increase employment by integrating skill development and industry relevant knowledge into the curriculum. The policy also encourages the development of entrepreneurial mindsets and skills, empowering students to be job creators rather than job seekers. It recognizes the importance of practical skills and all-rounded development of students. By integrating academic learning, it aims to nurture students' creativity, critical thinking and problem-solving abilities. This leads to the development of students not only professionally but on a personal level as well.

In this era, where everything is becoming digitalized, digital literacy has become a necessity rather than just a luxury. A large population still lacks access to technology. The policy, thus, seeks to bridge this gap and ensure accessibility for everyone, regardless of their socio-economic background. It promotes the use of technology to enhance teaching and learning experiences, making education more engaging, interactive and personalized. The policy emphasizes the development of essential digital skills, such as coding, data analysis and cybersecurity to prepare students for the digital economy.

While the policy integrates many aspects into education, there are a few challenges in its implementation. Ensuring reliable internet connectivity and access to digital devices, especially in rural areas, is crucial for realizing the goals of digital empowerment. To realize the goals of NEP, there is a need to provide training to teachers so that they can effectively integrate skill development and digital empowerment into their teaching practices. Moreover, the curriculum needs to be updated to reflect the changing demands of the job market and to incorporate relevant skills and digital literacy components.

Despite these challenges, NEP 2020 presents a unique opportunity to transform India's education system and empower its youth with the skills and knowledge needed to succeed in the 21st century. By embracing skill development and digital empowerment, India can unlock its vast human potential and emerge as a global leader in the knowledge economy.

Asmita
BSc III Non-Medical

NEP 2020: UNLEASHING A GAME-CHANGING EDUCATIONAL REVOLUTION

“Education is the key to unlocking the world, a passport to freedom.”

-Oprah Winfrey

The National Education Policy (NEP) is heralding a transformative shift in India's educational landscape, positioning itself as a catalyst for future-ready generations. By prioritizing practical skills alongside theoretical knowledge, NEP is reshaping the relationship between education and employment, acting as a bridge to career success and global competitiveness.

Historically, our education system has been critiqued for its overemphasis on rote learning. The NEP addresses this gap by integrating vocational training and skill development at the primary stage, ensuring students gain real-world experience early in their academic journey. The policy encourages active partnerships between educational institutions and industries, paving the way for apprenticeship programs, hands-on projects and immersive work environments that align with market demands. This approach is set to enhance students' employability, directly connecting education with industry needs.

The NEP's 5+3+3+4 structure emphasizes holistic development, fostering not only foundational learning but also skill-based education and adaptability to rapidly evolving global trends. This strategic focus on creativity, critical thinking and lifelong learning equips students with the tools necessary to thrive in an increasingly complex world.

In an era where technology is ubiquitous, NEP recognizes digital literacy as essential for success. By championing the integration of digital tools in education, the policy is narrowing the digital divide. The expansion of e-learning platforms such as DIKSHA, SWAYAM and NPTEL ensures that quality education reaches every corner of the country, particularly in remote and underserved regions. Moreover, the adoption of AI-driven learning platforms, online assessments and virtual labs are revolutionizing the educational experience, enabling personalized, immersive and practical learning. These innovations not only facilitate deeper understanding, but also foster digital fluency — a vital competency in the 21st century.

As we move towards a more interconnected future, the NEP stands at the forefront of educational evolution, ensuring that India's youth are equipped with the knowledge, skills and technological acumen to succeed in an ever-changing global economy.

Yamini

BSc I Medical

NATIONAL EDUCATION POLICY (NEP) 2020: PROMISE, PRACTICE AND THE STUDENT EXPERIENCE

The National Education Policy (NEP) 2020, approved by the Union Cabinet on July 29, 2020, is a landmark initiative aimed at transforming India's education system to meet the needs of the 21st century. It seeks to make India a global knowledge superpower by focusing on access, equity, quality, affordability and accountability across all levels of education.

While the policy's vision is ambitious and progressive, its real-world implementation has sparked both optimism and debate among students and educators.

The policy introduces multidisciplinary education, giving students the freedom to choose subjects and exit options according to their interests and career aspirations. NEP 2020 emphasizes hands-on activities, projects and discussions, moving away from rote learning to foster critical thinking, creativity and problem-solving skills.

Skill development has become a core part of the new curriculum. Courses like SEC (Skill Enhancement Course), VAC (Value Added Course), and MDC (Multidisciplinary Course) are designed to equip students with practical skills needed for the 21st century. The curriculum is now more organized, covering complete sections of each subject, which helps students grasp concepts more holistically. Across subjects, there is now a greater emphasis on practical skills and research, preparing students for real-world challenges. The restructured syllabus allows for deeper understanding, as students cover entire sections rather than scattered topics. The AEC English course now focuses on functional language skills, making it more relevant for everyday use and improving communication skills.

Despite NEP's promise of flexibility, transferring between colleges—especially after the first year—remains difficult. Major universities like Delhi University (DU) and Panjab University (PU) do not have clear frameworks for lateral entry or seamless transfers within the same program. This limits the flexibility the policy aims to provide and highlights a gap between policy and practice. While SEC, VAC, and MDC aim to enhance practical skills, students often question the need for separate subjects when their objectives overlap. Moreover, these courses are usually assessed like traditional academic subjects, which can undermine their practical intent and add to student pressure. The shift from a three-year to a four-year Honours degree has raised concerns among students, as the extended duration does not necessarily translate to perceived improvement in academic experience or outcomes. Although NEP's language policy is meant to be flexible, in practice, some institutions have made regional languages like Punjabi compulsory. This contradicts the policy's spirit of choice and can be restrictive for students who may prefer other languages.

Combining SEC, VAC, and MDC into a single, well-designed skill development course could reduce redundancy and ease students' workload. Skill-based courses should be evaluated through practical projects or continuous assessment, not just traditional exams. The core aspect of literature, once central to English studies, should be reintegrated to maintain a balanced approach. Institutions should honor the NEP's advisory nature on language, allowing genuine choice rather than imposing specific languages

The NEP 2020 is a bold step towards modernizing Indian education, with its focus on flexibility, practical skills and holistic development. However, its success depends on student-friendly implementation. Addressing the gaps—such as transfer policies, assessment methods for skill-based courses and genuine language choice—will be crucial for realizing its full potential. With thoughtful modifications, NEP can truly make learning more flexible, less stressful and better aligned with the needs of today's students

By Tanvi Ghai and Vidula Chaudhary
BSc -1 (Non-medical)



IT Section

IT Section

EDITORIAL

NEP EDITION: FROM ROOTS TO WINGS: SKILL DEVELOPMENT AND DIGITAL EMPOWERMENT

As we unveil this special NEP Edition of Mehr Jyoti, themed "From Roots to Wings: Skill Development and Digital Empowerment", I feel a deep sense of pride and purpose. Through this edition, we aim to show how the National Education Policy (NEP) is helping students not just gain knowledge, but also develop skills, creativity and digital fluency that will shape the future.

Today, learning is not just about textbooks. It's also about gaining practical knowledge, learning how to use digital tools and preparing ourselves for the future. Our students are doing amazing things—creating apps, taking part in workshops, contributing to rural development and becoming more skilled every day. We've tried to capture these wonderful efforts in this magazine.

I would like to sincerely thank our respected Principal, Ms. Neena Sharma, for always encouraging us to grow and do our best. A big thank you to our Chief Editor, Dr. Sunaina Jain, for guiding us and helping to make this magazine special.

To the students who poured their talent, passion and insights into these pages—you are the soul of Mehr Jyoti. Thank you for embracing the theme with such enthusiasm and for proving that skill development and digital empowerment are not just policy goals, they are lived experiences, led by you.

Let us continue to grow from our strong roots and soar with wings of digital strength, creativity and compassion.

Staff Editor
Dr. Navdeep Kaur
Assistant Professor, Deptt. of Computer Science

STUDENT EDITORIAL

FROM TEXTBOOKS TO TEXT PROMPTS: GenAI IN THE NEP ERA

The emergence of Generative Artificial Intelligence (GenAI) is a revolutionary change in the educational arena. It fully supports the vision of India's National Education Policy (NEP) 2020, which envisions student-oriented, adaptive and innovative patterns of learning. GenAI fits perfectly into such an ecosystem and adds tremendous value. Learning in the past was mostly conducted using static books, memorization and one-way teacher-centered teaching. These methods did not consider the personal needs of each learner. GenAI flips that on its head. It makes learning more active and personalized. GenAI applications can generate content in seconds, offer customized explanations and deliver interactive lessons. For example, a student might explore alternate histories or interact with timelines and images to better understand challenging topics. This shift from passive listening to active learning is helpful in creating important abilities like critical thinking and curiosity, precisely what NEP 2020 requires.

GenAI also greatly benefits teachers. Through GenAI, planning lessons, quizzes and tests become easy to automate and make them convenient. AI-based tools allow teachers to receive instantaneous feedback about their students' performances and detect possible learning problems early. This saves time for teachers so that they can have more time to guide students, being innovative and creating a friendly and supportive classroom environment. Another major benefit of GenAI is that it democratizes learning and makes it available to all. NEP 2020 hopes that all students, whether from cities or villages, or from different linguistic backgrounds, get the same standard of education. GenAI is capable of producing content in various regional languages, adapting lessons to fit students' learning styles, and offering voice or visual support for differently-abled students. This narrows the gap between the privileged and underprivileged learners.

However, with the benefits of GenAI in education, there are challenges as well. Privacy, misinformation, biased AI and over-dependence on technology are some of the concerns that have to be addressed with care. Proper regulations and training should be provided in such a way that teachers and students know how to utilize these technologies appropriately and safely.

In brief, while we move away from conventional textbooks to smart AI prompts, GenAI is proving to be a powerful element of the NEP era. It brings creativity, inclusivity and intelligence to classrooms. With appropriate use and guidance, GenAI can help build a bright and modern future for education.

Ashmeet Kaur
BCA II
(Student Editor)

RURAL ROOTS, DIGITAL ROOTS: THE IT SKILL REVOLUTION THROUGH THE LENS OF NEP 2020

The IT sector is ever-evolving with innovations emerging every minute of everyday. It is no secret that technology has become the backbone of our daily lives but what is truly transformative is how deeply it is taking root in rural communities that were once digitally disconnected. This big change connects well with the goals of the National Education Policy (NEP) 2020, which wants every Indian to get good education and digital skills, no matter where they live.

For the longest time, technology has been viewed as the domain of the cities, silicon hubs, the corporate world and metro networks. But that narrative is changing and changing fast. With easy internet access, affordable devices and digital literacy platforms and courses, people from all walks of life—whether in urban centres or rural areas; be they farmers, homemakers, artisans or entrepreneurs—are learning to navigate and use technology for growth, efficiency and empowerment.

NEP 2020 advocates that digital learning should be for everyone, and that schools and colleges should teach students about computers, coding, online safety and useful apps. Rural youth today are attending online classes, joining digital workshops and even working online from their homes. Some are becoming freelancers and earning money by working for companies around the world.

One great example is Internet Saathi, a programme to improve digital literacy among women in rural areas in India, in order to bring them online. The programme is a joint initiative of Google India, Intel and Tata Trusts. The programme aims to train Saathis in villages, who can, in turn, help educate other women in their communities on how to use the internet. This is a perfect example of community learning, which NEP 2020 strongly supports. Akodara, India's first digital village, is a place where anganwadis (rural child care centres) have CCTVs, schools are equipped with audio-visual teaching aids and all transactions including payments for groceries and utilities are conducted digitally. This transformation has streamlined financial processes, increased transparency and set a precedent for other villages aiming to embrace digital technologies. These are not just isolated examples, they're the visible signs of a digital tide rising in the most unexpected places.

The digital landscape does not discriminate by location. NEP 2020 believes that learning should happen anytime, anywhere and digital technology is making that possible. It is not just about what country or place we are from but what we know and what we can do. With just a few clicks, we can easily access information, services and solutions, leaving no difference between big cities and small towns. The gap is closing rapidly as the world is connecting faster than ever.

In simple words, NEP 2020 dreams of an India where every child, every woman and every learner has access to digital tools and quality education. And today, that dream is coming true in many rural areas. When rural minds meet digital tools, amazing things can happen.

Gurnoor Kaur
BCA II

AI AS A LANGUAGE MENTOR: EMPOWERING BHARAT'S LEARNERS

Artificial intelligence (AI), with its advent, has brought rapid transformation and is reshaping how people think, communicate and work. It allows people to discover new opportunities, gain knowledge efficiently and develop in all aspects of life. In a linguistically diverse country like India, AI has the potential to overcome language barriers and foster regional harmony. It can bridge communication gaps and promote the spirit of "unity in diversity" —a vision that sits at the very heart of the National Education Policy (NEP) 2020.

India is home to 121 languages, 270 mother tongues and 22 official languages. NEP 2020 supports this idea, emphasizing that children should learn in their mother tongue or local language, especially during the early years. However, in many villages and small towns, students still lack adequate access to learning English or even other regional languages. This is where AI can make a significant difference.

With just a smartphone, individuals can now learn languages in an interactive and personalized way. AI-powered platforms can help users practice pronunciation, expand their vocabulary and understand the basics of a new language at their own pace. One of the greatest advantages of using AI for language learning is its ability to adapt to a person's individual learning style and pace, making the process more effective and personalized. For instance, if a learner struggles with verb tenses or pronunciation, Duolingo's AI adjusts future lessons to give more practice in those specific areas. It tracks each user's mistakes and progress, and offers customized lessons to them.

Students in remote villages across Bharat can benefit immensely from AI-based language learning. As it is often said that education is the most powerful weapon and AI is making that weapon accessible to all. Students can study in a safe and non-judgmental environment, free from the fear of getting judged and mocked. This can boost their confidence and help them improve their proficiency at their own level of comfort.

Moreover, AI can help narrow the rural-urban division by providing equal access to language resources. This will facilitate better communication and educational opportunities across regions. Popular apps like Google Translate and Duolingo are already helping people with limited linguistic skills communicate more effectively. Google's AI-powered voice search and translation features in Indian languages like Hindi, Bengali, Tamil and Marathi allow even the non-English speakers to access information, use maps, send messages and perform searches using their own language. Migrants who move to different cities for work can also benefit by learning regional and native languages with the help of AI. This will foster better integration, regional harmony and reduce linguistic tensions that occasionally arise.

However, for AI to truly become a language mentor for Bharat, it requires both individual commitment and governmental support. NEP 2020 wants technology to be used more in schools and colleges. The government should promote these tools, create awareness and provide support so that more people can use them.

With the right use of AI, learning a new language becomes easy and enjoyable. It opens new doors for jobs, studies and social connection. As the saying goes, the future belongs to those who learn more skills. Language is one of the most powerful skills we can have and now, AI is here to help Bharat master it.

DIGITAL BHASHA: THE RISE OF AI IN INDIAN LANGUAGE LEARNING

India offers a unique opportunity and challenge for the application of artificial intelligence (AI), due to its linguistic diversity. AI is being used to support Indian languages, enhance digital inclusion and break language barriers. This progress matches perfectly with the vision of the National Education Policy (NEP) 2020, which promotes education in local languages and ensures that every learner gets equal opportunities.

The NEP 2020 encourages the use of the mother tongue or regional language as the medium of instruction at least until Grade 5, and preferably till Grade 8. This change makes learning more relatable and effective. However, to make this successful, we need tools that can digitally support various Indian languages and that's where AI plays a crucial role. The main languages spoken in India are English, Hindi, Bengali, Tamil, Marathi and Telugu. Due to their widespread use, these languages are typically prioritized in the development of AI applications. With such linguistic diversity, the field of artificial intelligence in Indian languages is significant and rapidly evolving.

India is a nation with hundreds of languages spoken across its regions, creating a rich linguistic tapestry. However, this multilingual fabric often presents barriers to communication, education, and employment. Traditionally, language learning required access to books, trained teachers, or immersion—resources that are not uniformly available across the country. AI is helping bridge this gap through apps, platforms and digital assistants capable of teaching and translating Indian languages in real time.

Artificial intelligence's branch NLP (Natural Language Processing), helps computers to understand, interpret and respond to human language in a way that feels natural. NLP allows machines to make sense of the words we use every day – whether spoken or written so they can interact with us more effectively. One of the most significant breakthroughs in Indian language learning is speech recognition. AI tools can now understand and respond in Tamil, Telugu, Bengali and many more languages. This conversational feedback loop allows users to practice speaking with real-time corrections, much like having a personal tutor.

AI is also transforming education by enabling personalized learning, automating administrative tasks and increasing the accessibility and diversity of educational content. Language models trained in regional dialects can now provide educational content to students in their mother tongue, helping to bridge the learning divide in rural areas. This has profound implications for literacy, especially for first-generation learners.

Despite this progress, challenges remain. Many Indian languages are underrepresented in digital datasets, making it difficult for AI to achieve fluency. Dialectal variations, lack of standardized orthography and complex grammatical systems add further layers of difficulty. Moreover, ethical concerns around data privacy, bias, and the digital divide must be addressed to ensure that AI benefits all communities equally.

As AI becomes smarter, we can expect even better tools for language learning. The dream of Digital Bhasha — where every Indian can learn and communicate in their own language using digital tools, is becoming a reality. It is a powerful step towards inclusive education, language preservation and a multilingual India, just as NEP 2020 envisions. With AI and NEP 2020 working together, the future of Indian language learning looks bright. Digital Bhasha is not just a dream anymore, it is India's path to a more educated and connected society.

Harmanpreet Kaur
BCA I

AI SPEAKS ALL TONGUES: MULTILINGUAL FUTURES WITH NEP

In an increasingly interconnected world, language should not be a barrier to education, communication or innovation. India's National Education Policy (NEP) 2020 recognizes this by emphasizing multilingualism and leveraging Artificial Intelligence (AI) to break down linguistic barriers. As the AI-powered language models become more sophisticated, they are transforming educational dimensions by enabling seamless communication across India's diverse linguistic landscape.

The NEP 2020 places a strong emphasis on mother-tongue-based education, advocating for instruction in regional languages, in the early years. This policy aligns with global research showing that children learn best in their native languages. However, implementing multilingual education at scale is challenging, given India's 22 officially recognized languages and hundreds of dialects. This is where AI-driven language technologies come into play. From voice-enabled learning assistants to real-time translation, AI is making multilingual education more accessible than ever.

AI-powered tools like Google Translate, Microsoft Translator and Indian startups like Reverie and Bhashini are enabling instant translation of educational content. With NEP's push for digital education, AI can help with conversion of textbooks into multiple regional languages, providing subtitles and voiceovers for online lectures and bridging communication gaps between teachers and students who speak different languages. AI tools also contribute features like personalized and adaptive learning as it can analyse a student's language proficiency and adjust learning materials accordingly. For instance: AI-powered platforms like BYJU'S and Khan Academy are increasingly incorporating multilingual support.

While AI holds immense promise for transforming the education system in India, several challenges still hinder its widespread and effective implementation. A major concern is the lack of sufficient digital datasets for many Indian languages. This scarcity limits the training of AI models, resulting in less accurate or ineffective tools. Even when translations are available, they often fall short in capturing the full meaning, especially in culturally nuanced content. Another significant issue is that the rural areas are digitally divided, as they lack the infrastructure to access AI-powered education tools. These gaps highlight the need for focused efforts to build inclusive AI systems that can truly serve India's diverse population.

To overcome the challenges facing AI in India's education system, a collaborative approach is essential. Public-private partnerships can bring together resources, innovation and technical expertise to develop effective AI tools. Open-source language datasets will play a key role in improving AI accuracy across diverse Indian languages. Government initiatives like NEP 2020 and Bhashini are crucial in providing policy support and infrastructure. Together, these efforts can ensure that AI becomes an impactful force in Indian education.

The fusion of AI and multilingual education under NEP 2020 is a game-changer for India. This powerful combination is not only enhancing the inclusivity of learning by reaching students in their native languages, but also, playing a crucial role in preserving the country's rich linguistic heritage and bridging communication gaps. Ultimately, this approach is laying the foundation for a future where every learner, regardless of their linguistic background, can thrive and succeed—ensuring that no student is left behind due to language barriers.

Shubhra Bihani

BCA III

AI, ANGREZI & AWAAZ : LANGUAGE LEARNING IN NEP'S NEW AGE

Education lights the way from today's hardships to tomorrow's hopes. The National Education Policy (NEP), introduced in 2020 by the Government of India, has brought about a significant shift in the Indian Education system, with a focus on technology, integration and creativity. NEP 2020 is not just an education reform – it's a revolution. In this new era, three powerful forces –AI (Artificial Intelligence), Angrezi (English), and Awaaz (Voice technologies) – are reshaping the way we learn and communicate.

AI -Your Smart Language Buddy Artificial Intelligence has emerged as a game-changer in education. Personalized learning platforms powered by AI, are enabling students to learn languages at their own pace with intelligent feedback. AI, like never before, is a ray of light that can illuminate the whole world. An AI-powered app can detect pronunciation errors when a rural student speaks an English word, and gently corrects it without judgment, a feature even the traditional classroom may not always offer. AI tools also make it easier to automate repetitive tasks. But make no mistake, AI is not replacing teachers; it's becoming the best classroom assistant.

With the National Education Policy (NEP) encouraging the integration of technology in education and promoting local languages, the future of learning is all about using your voice, learning at your pace, and shaping education on your own terms.

Angrezi (English), still the passport to the world, remains a key player in India's linguistic ecosystem. It's the language of the internet, business and global communication. However, the NEP emphasizes the importance of promoting Indian languages and multilingualism. English language still opens doors to higher education and international careers.

Awaaz, which is learning by speaking and listening, is changing the game through voice technology. Tools like Google Assistant now support multiple Indian languages. Students can interact with educational content in their native language. Think Alexa, Siri or Google Assistant is now being used to teach languages. Awaaz is becoming the bridge between digital tools and India's diverse linguistic population.

Language learning is no longer about rote memorization but about engaging in meaningful conversation—even with a machine. This move aims to enhance linguistic diversity, bridge language gaps, promote cultural understanding and improve employability.

The NEP envisions a system where no student is left behind due to a language barrier. AI and voice tech are critical enablers of this vision. This is where the NEP seeks to bring about change.

As we move forward, the integration of AI, Angrezi and Awaaz will define the Indian educational landscape. As we know, language learning is no longer confined to the classroom, it's in our phones, our homes and our voices. Prime Minister Modi highlighted the need to promote simple and modern ways of learning, which he called the "Methods of New Age Learning." These methods are: engage, explore, experience, express and excel. He emphasized that using educational software the right way can help students gain knowledge, think better and grow into responsible citizens.

Therefore, in the age of NEP, we are not just learning languages, we are building bridges between cultures, communities and futures.

**Bhumi
BCA II**

DIGITAL DREAMS: HOW NEP IS REWIRING LEARNING PATHS

National Education Policy 2020 (NEP) has been put in place to transform the education system in India, rooted in the traditions of India. It is founded on the five guiding pillars of Access, Equity, Quality, Affordability and Accountability. The policy proposes revising and revamping the education structure to align with the aspirational goals of the a 21st century education system while preserving India's tradition, culture and values. NEP has introduced a comprehensive framework aimed at fostering employability, innovation and global competitiveness within the technical education sector to meet the evolving demands of the 21st century. It is the first education policy of the 21st century that encourages multifaceted learning, bridging the gap between theoretical knowledge and practical application.

NEP aims to create a well-rounded and competent workforce capable of meeting the demands of a heterogeneous job market by ensuring that the graduates are well-prepared for the rapidly changing technological landscape. The policy accentuates the importance of industry-academia collaboration, which is expected to accelerate internships, apprenticeships and real word projects providing students with hands-on experience of industry requisites. NEP is preparing graduates for a global, tech driven future by providing online learning support and teacher upskilling, integrating emerging technologies with the modules, and early age digital literacy and coding skills.

As NEP reflects fore-sighting for technical education in India, it is not only aiding tech students but also the non-tech students who are becoming technically proficient in their respective fields with the help of AI. NEP perceives that children have an assortment of learning styles, so by analysing the data about each student's learning styles, AI is enabling individualised learning. This way students are equipped with computational thinking and digital literacy. NEP advocates a shift from rote memorization to competency-based assessments, nurturing a more meaningful and application-oriented learning experience.

The policy seeks to break down the barriers between vocational and academic streams, with the goal of providing at least 50% of students with exposure to vocational education by 2025. It also sets in motion the multiple entry and exit points in undergraduate programs, authorizing students to halt and proceed their studies as needed. To make the education system more divergent, NEP has instigated continuous and panoptic evaluation routines that consider various slants of a student's development including skill, passion and attitude. Moreover, the policy highlights the need for teacher training and development to confirm they are ready with the prime knowledge and skills required to deliver quality education.

NEP has the potential to redefine learning paths by promoting multilingualism to safeguard the diversity of India, while also empowering learners to study more than one language. By leveraging EdTech, it strives to make education more personalized, preparing students for the challenges of the digital age. NEP stresses over the use of technology to bridge geographical blockades and ensure that even students in remote areas have access to quality education. The policy not only favours the development of online and blended learning programs but also stimulates self-directed through the creation of digital repositories of open educational resources.

In essence, NEP 2020 focuses on transforming the Indian education approach into a student-centred and future-ready model, ultimately aiming to nurture a generation that contributes to socio-economic and holistic development of our nation offering a promising roadmap for Indian education. NEP is a boon, as it will not only make India a knowledge superpower but will also provide Indians with exposure to modern challenges and the technical solutions to address them

Nishtha Kalia
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Planning Forum

EDITORIAL

REDEFINING EDUCATION: THE NATIONAL EDUCATION POLICY'S ROLE IN DIGITAL LITERACY AND WORKFORCE READINESS

In a world of rapidly evolving technology, the need for an education system that is adaptable and future-ready has never been more critical. NEP 2020 comes at a time when digital technologies are revolutionizing the way knowledge is disseminated and consumed. From online classrooms to AI-driven learning tools, technology is increasingly becoming an integral part of the educational ecosystem. Recognizing this paradigm shift, the policy places a significant emphasis on integrating technology into every facet of the educational process, from primary schooling to higher education.

One of the key pillars of NEP 2020 is digital empowerment, which aims to ensure that every learner is not only tech-savvy but also proficient in utilizing digital tools and resources for education and future career growth. The NEP encourages the use of online platforms, digital content and interactive learning tools to create a more dynamic and accessible learning experience. In addition, by ensuring equitable access to digital resources, the NEP aims to bridge the digital divide and create a more inclusive educational system. Initiatives such as the establishment of high-speed internet connectivity, availability of digital devices, and the development of online platforms will help students from all backgrounds gain access to quality education. Under NEP 2020, the government is also fostering the creation of initiatives like the National Educational Alliance for Technology (NEAT). It

will use artificial intelligence and other digital technologies to deliver personalized learning solutions. Furthermore, the policy envisions the creation of large-scale, high-quality digital learning platforms that will offer a wide range of courses and educational materials.

As digital technologies continue to disrupt industries across the globe, the demand for skilled professionals who can leverage these technologies is on the rise. To meet this demand, the NEP 2020 places a strong emphasis on skill enhancement and the development of competencies that are relevant to the future workforce. NEP 2020 seeks to integrate vocational education into mainstream schooling from an early age, ensuring that students acquire practical skills alongside academic knowledge.

The policy also emphasizes a more holistic and flexible approach to education, where students can pursue courses across multiple disciplines. The NEP encourages partnerships between educational institutions and industries to ensure that students receive training that is directly aligned with market needs. NEP 2020 recognizes the importance of continuous learning in an era of rapid technological advancements. The policy envisions a system that supports lifelong learning through online courses, certifications and professional development programs. By promoting skill development at every stage of life, the policy aims to help individuals remain competitive in the job market and ensure career growth.

The National Education Policy 2020 stands as a bold and forward-thinking initiative that places digital empowerment and skill enhancement at the heart of India's educational reforms. By integrating technology into the learning process and ensuring that students acquire the skills needed for future job markets, the NEP is shaping an education system that is dynamic, inclusive and aligned with the needs of the 21st century. As India embraces these changes, the next generation of learners will be better equipped to navigate the complexities of the digital world and excel in their careers.

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STUDENT EDITORIAL

FROM CLASSROOM TO CAREER: NEP 2020'S PATH TO DIGITAL AND SKILL-BASED EDUCATION

From Classroom to Career: NEP 2020's Path to Digital and Skill-Based Education

The National Education Policy (NEP) 2020 has emerged as a paradigm shift for India's educational ecosystem by addressing its changing demands and challenges while also empowering the country for further progress. Among many of its key focus areas, NEP aims to focus majorly on skill enhancement and digital empowerment to revamp the educational landscape in India. Centered at developing an educational model which digresses from the conventional 'one-size-fits-all' approach, the new Education Policy combines academic study with skill enhancement to nurture qualities like critical thinking, problem-solving, and creativity etc. in the minds of students from a young age to equip them for a dynamic job market of the future.

Education and technology are no longer separate entities, they are intertwined, influencing each other in profound ways. NEP 2020 acknowledges this and its central ambition is to turn technology into a tool that powers the education system.

Education Beyond the Classroom: With NEP 2020, India is poised to expand the concept of the “classroom” beyond the four walls. By championing online learning platforms and digital content, the policy ensures that every student has access to high-quality education, regardless of geographical constraints. Whether it is an online class in a remote village or an educational video hosted on a global platform, the power to learn is now available 24/7.

Personalized Learning Journeys: In an era where each learner has a unique pace and style of learning, personalized education is key. NEP 2020 makes room for adaptive learning technologies that allow students to progress based on their capabilities and interests. Artificial intelligence (AI), big data and machine learning algorithms will enable students to receive customized learning experiences.

Tech-enabled Pedagogy: NEP 2020 provides frameworks for teacher training and support in leveraging digital tools for classroom engagement. From virtual reality (VR) simulations to gamified learning, educators will have access to innovative teaching methods that enhance their ability to connect with students.

Bridging the Digital Divide: A key challenge in implementing digital education is the digital divide the gap between students who have access to technology and those who do not. NEP 2020 focuses on addressing this divide by ensuring that affordable digital infrastructure reaches even the most backward areas of the country.

Skill Enhancement - the Bridge Between Education and Employment: As automation, artificial intelligence and other technological advancements continue to reshape industries, the demand for highly skilled professionals is skyrocketing. NEP 2020 seeks to equip students with 21st-

century skills while also preparing them for emerging fields such as data science, cybersecurity and AI.

A New Approach to Vocational and Multi-disciplinary Education: The policy introduces vocational courses at all levels of education, ensuring that students receive training in practical, market-oriented skills from an early age. In addition, gone are the days of rigid silos between disciplines. Students are now encouraged to explore multiple domains of knowledge, enabling them to become well-rounded problem solvers.

Life-long Learning and Continuous Skill Development: In a rapidly changing world, career paths are no longer static and ongoing skill enhancement is essential. NEP 2020 encourages the creation of micro-credentials, online courses and certificate programs that will allow individuals to reskill and upskill throughout their lives.

The Synergy of Digital and Skill-Based Education - a New Paradigm: At its core, NEP 2020 recognizes that digital empowerment and skill development are not separate goals – they are deeply interconnected. The policy's success hinges on its ability to integrate technology with practical skills, creating a learning environment that prepares students for both the digital economy and the physical world. As technology reshapes industries and job roles, education must evolve in tandem to ensure that students have the right skills to succeed.

A Bold Leap Towards the Future: India's National Education Policy (NEP) 2020 is more than just a reform – it is a bold, forward-thinking roadmap to the future of education. The future is digital, and with NEP 2020, India is taking a massive step towards ensuring that its learners are equipped to thrive in this new world. The fusion of technology and skills will define the educational journey of tomorrow – one that is both accessible and empowering for all.

Ipsitaa Saini
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(Student Editor)

INTELLIGENCE IS ARTIFICIAL, BUT THE QUESTIONS ARE HUMAN (THE ECONOMIC IMPLICATIONS OF ARTIFICIAL INTELLIGENCE)

The world is witnessing the dawn of a technological revolution owing to the introduction of Artificial Intelligence (AI). AI can set into motion a chain of events – an increase in productivity, a surge in global economic growth, a rise in income, and at the same time it can replace humans and take away their jobs, and increase inequality even further. AI seems to be spreading and growing roots, taking the world in its grip and both elating and alarming people, but most importantly raising burning questions – could this be the end of the human race? Can AI take over the world? Have humans themselves invited their inevitable end? What could be the potential effects of AI on the economy? The list is endless but the answers to these, unclear. AI bewilders most people. It has far-reaching consequences and these will ripple through the world in many complex ways.

Artificial Intelligence refers to a broad range of technologies which machines can use to perceive, interpret and imitate human intelligence and understanding. Technology earlier aided human effort; AI can now substitute it. AI is not about creating machines that help make work easier but about designing machines that do the work themselves. On the economy, the impact of AI will not just be significant but also extensive, affecting various domains from small and single firms to large commercial businesses spread all over. Understanding these impacts is vital for economists to adapt to and engage with an ever changing business and financial landscape. AI is a disruptive force; it has taken the world by surprise with its ability to reshape trade and industry and alter the dynamics of innovation.

While the repercussions of AI are manifold, the 'Economics of AI and Automation in India' is as discussed ahead. AI can jumpstart a 'productivity revolution' through optimization and process analytics. It can help the economy 'do more in less time' with exceptional speed and accuracy, thus freeing up human resources to take up other, more important chores. This can significantly reduce overhead costs and upgrade service delivery. The effects on the labour and job market are a 'double-edged sword.' While AI could potentially displace people in routine and repetitive roles, it could create jobs for those with advanced skills which include data analysis or research and development for instance. How quickly we upturn the economy into an AI and automation led workforce depends on how flexibly we adopt and adapt to technology all while taking strategic steps to upskill the workforce to adjust to this transition. AI can help re-model innovation by helping develop new products while improving existing ones. This can help the Indian economy have an 'edge' over the others. AI can dislevel market structures. It can reduce barriers to entry in some while still confer others with economies of scale. It can increase market concentration, thus benefitting bigger firms capable of huge investments, but at the same time making it increasingly difficult for small firms to compete unless they gather resources to invest heavily. AI makes predictions, and no, these are not based on intuition or foresight but on comprehensive data analysis which can help anticipate business cycles, shifts in market trends and likely predict (often) erratic consumer behaviour in the economy.

While the title of the 2023–2024 World Development Report calls the world 'polarized,' AI could further deepen inequalities. For workers who can leverage technology, AI can prove to be a boon. Those who cannot could fall farther behind. More developed economies are at an obvious competitive advantage. So is the younger and more tech-savvy population. Those who can exploit AI will prosper. The others get exploited by AI which can be distressing. AI should be used in a way that it becomes a companion and not a substitute for the workforce. AI can also have intersectoral effects. New sectors could emerge, related sectors could grow, but still others can disappear – the effects of this go way beyond intersectoral reallocation. Research and development could also expand to other sectors thus helping them with greater and newer revenue streams. Artificial Intelligence can also become the cornerstone of manufacturing in India with technologies like robotics, augmented reality, 3D printing etc. These are likely to enhance the production process and the supply chain management. In addition, consumer welfare and the standard of living are likely to improve as people can have at their disposal, better and more advanced goods and services, though these benefits might not actually be equally and evenly distributed. AI can help businesses reach their target audience through personalized advertisements and can also help analyze health statistics to provide better diagnoses. Artificial Intelligence can also transform our education system by creating innovative teaching and learning practices and by making knowledge easier to search and grasp.

While AI has both sides to it, most economists agree on one thing – “rather than fearing a world empowered with AI, be alarmed by one which has none.” If humans could create and invent AI, they can also outperform it. Artificial intelligence systems need clear and explicit instructions to function. Can a machine do anything without being prompted to do so? The machines may have better answers but only to questions asked by humans. The 'Polanyi's Paradox' illustrates this fact. It states that humans know more than they can tell. Since not all tasks can be verbalized or communicated, humans are still required to do them. The initial fears of a 'technology take-over' will eventually subside. All inventions that cause an upheaval for the labourers, eventually settle down. Overtime, all economic parameters tend to get restored to normalcy while public policy makes sure to distribute and re-distribute the gains to all sections.

Challenges always bring hidden opportunities. The Indian economy can strategically use AI to its benefit. It can shape the future by harnessing AI's transformative power and by capitalizing on the gains to mankind. Many millennia ago, humanity did not fear the invention of the wheel, the pulley, and the lever because it helped them perform beyond their muscular limits. Similarly, we must embrace change and innovation, and foster an AI-empowered culture that uses robots, machine learning, and algorithms to complement human cognitive abilities. Inclusion, equity, and a human-centred approach must be India's guiding principles to make the most of AI, automation and its economic and technological implications. A 'new era powered by AI' is upon us, but how it 'powers' the human race is also upon us. The future is inevitably technology-driven. Let AI transform the world, one 'byte' at a time!

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BEYOND BOOKS: HOW NEP IS REDEFINING LEARNING IN THE DIGITAL AGE

Education today is no longer just about memorizing facts or acing exams - it is about gaining skills that matter. As Robert Greene rightly said, “The future belongs to those who learn more skills and combine them in creative ways.” The National Education Policy (NEP) 2020 embodies this shift, students are now encouraged to think beyond textbooks and embrace a future driven by innovation and adaptability. As a student juggling Psychology, Home Science, Economics and even digital and financial literacy, I see this transformation happening in real time.

While I am still exploring my interest in Economics and Finance, one skill I have unknowingly developed is financial awareness - tracking my Google Pay history to figure out where my monthly allowance disappears (mostly on food, of course). Budgeting? Not quite. But learning to balance? Definitely. Through financial literacy and marketing simulation trading, I also got my first taste of investing - albeit in a virtual world. The experience made me realize that saving and investing are not just concepts from textbooks but essential life skills, something the NEP actively promotes by integrating practical knowledge with academics.

A major part of my learning experience has been the variety of subjects I study. Psychology helps me understand human behaviours, Home Science teaches me essential life skills, and Economics gives me insight into how the world functions financially. Courses like Digital & Social Media, Communication & Legacy Media and Financial Marketing Simulation have given me an edge in today’s fast-paced digital world. The beauty of this diverse academic mix is that it fosters an interdisciplinary way of thinking—one that the NEP champions.

Beyond academics, I have had the chance to explore practical, hands-on skills as well. Participating in a baking workshop and trying my hand at rangoli making have taught me precision and patience. Being a part of Meraki, our College’s Annual Fest, further pushed me out of my comfort zone. I worked with people having different opinions, navigated last-minute chaos, and learned that teamwork is just as important as individual effort.

Equally important are the clubs I am a part of - “Psych Minions,” which fosters mental health awareness and personal growth and the Young Communicators Club (YCC), which enhances networking and effective expression. In both, we meet and have a good time making friends and connections. These clubs have shown me that learning doesn’t always happen in classrooms - it happens in conversations, shared experiences and the bonds we build along the way.

Then there is AI - my silent co-pilot in this chaotic yet exciting journey. It is like an ever-reliable study partner that never sleeps. Whether it is brainstorming ideas, refining my writing, organising notes, etc. - AI has helped me work smarter and improve overall productivity. Especially for a college student juggling deadlines and endless to-do lists, it makes life easier. And let us not forget Canva— my go-to tool for designing everything from presentations to social media posts and party invites. The way AI-powered tools enhance efficiency is proof that digital literacy is no longer optional—it is essential.

In today’s world, students are expected to do more than just study—we need to adapt, innovate and connect. The NEP is not about producing textbook scholars; it is about nurturing thinkers, creators and problem-solvers. It encourages learning beyond rigid disciplines, allowing students to develop skills and build all-rounders that will shape the future.

As I continue my academic and personal growth, I have come to realize that education is not a linear path - it is an evolving journey. And if there is one thing I have truly learnt, it is this: the most valuable skills are not just taught - they are lived.

Kriti Jain
BA I

SHAPING TOMORROW: THE ROLE OF SKILLS AND TECHNOLOGY IN A CHANGING WORLD

In today's fast-changing, increasingly digital era, the call for skill upgradation and digital empowerment is of unprecedented urgency. With technology continuously remaking sectors and rewriting work patterns, it becomes essential that people, businesses and governments alike make their top-most priority, the development of skills relevant to the digital age.

The arrival of the Fourth Industrial Revolution brings with it a convergence of new job opportunities and great challenges. This paradigm shift emphasizes the need for anticipatory skill building.

Digital empowerment becomes a fulcrum in the skill development framework. Through democratization of access to digital tools, technologies and platforms, it allows people to engage at full capacity in the digital economy, enter new markets and enhance their socio-economic opportunities.

The benefits of digital empowerment are numerous. To individuals, it means increased employability, enhanced earning power and greater civic participation. To organizations, it means higher productivity, enhanced competitiveness and improved decision-making.

To realize human potential and spur skill development and digital empowerment, governments, organizations and educational institutions must invest in initiatives that enable individuals with the capabilities and competencies necessary for success in a digital economy.

In addition, it is important to understand that skill upgradation and digital empowerment are not isolated incidents, but ongoing processes. With technology constantly evolving, people must keep themselves constantly up-to-date with the changing times. Additionally, ending the digital divide and providing access to digital technologies and necessary skills to everyone equally is important. This can be done through programs such as digital literacy initiatives, web-based training portals and local area-based digital inclusion initiatives.

The private sector also plays a central role in encouraging skill development and digital empowerment. Firms can invest in training and development programs for employees, offer mentorship and upskilling, and lead digital inclusion efforts in their local communities.

To achieve this vision, an integrated strategy involving the whole ecosystem of skill development and digital empowerment is unavoidable. This involves investment in strong digital infrastructure, promotion of digital literacy and assistance in the acquisition of high-level digital skills.

Also, there is a need for joint action by governments and organizations to foster an environment that fosters innovation, entrepreneurship and creativity. By placing emphasis on skill development and digital empowerment, we can create a future in which everyone is equipped with the prowess to succeed.

The future of work is indisputably digital, and it is our responsibility to empower ourselves accordingly. This necessitates continuous adapting and embracing the spirit of lifelong learning so that the digital revolution benefits and not excludes. Emphasis must be placed on developing inclusive systems that accommodate different learning styles and backgrounds, thus ensuring that no one is left behind in the digital revolution. The common aspiration is to construct a society where digital literacy is a right, not a privilege. It is also important to highlight the necessity of developing problem-solving skills and critical thinking because these form the basis for operating in today's digital complexities. Additionally, cultivating a culture of innovation and continuous learning is key. Incorporating ethical perspectives into digital learning is equally important, so that people realize the social effects of their online behaviour. We need to provide inclusive channels for underprivileged groups of people to access digital facilities, connecting the haves and have-nots. Lastly, enhancing digital entrepreneurship has the potential to enable people to build their own opportunities, triggering economic development and encouraging innovation.

Tisha Sachdeva
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BRIDGING THE GAP: SKILL ENHANCEMENT AND DIGITAL EMPOWERMENT IN THE CONTEMPORARY WORLD

Our world is experiencing a pace of technological change that requires a constant flow of learning and adjustment. It is around these changes that two interlinked ideas exist: skill enhancement and digital empowerment. Combined together, they are the driving forces of progress for individuals and communities alike, providing access to opportunities in the digital world.

Skill development is the process of improving and cultivating skills to match the changing needs of industries and societies. It is not just technical skills but also soft skills that are required for proper communication, teamwork and decision-making. With industries increasingly embracing new technologies such as artificial intelligence, robotics and block chain, the need to acquire specialized skills in these technologies has increased manifold. In addition, flexibility and continuous learning have emerged as essential qualities for today's workforce. Programs like India's Skill India Mission and international online platforms like Coursera are instrumental in reskilling people to enable them to excel in a competitive and tech-driven era.

Digital empowerment augments skill development by assisting individuals in acquiring, utilizing and reaping the benefits of digital technology. It includes promoting digital literacy, offering inexpensive access to technology, and inclusion for disadvantaged communities. Digital empowerment is not only about accessing gadgets or the internet – it is about unleashing the power of technology to enhance living, gain information and be part of economic and social participation. Projects like Digital India demonstrate attempts to empower societies to become digitally empowered beings, bridging the gap between technology and availability. These initiatives not only improve service delivery but also provide scope for education and employment.

Skill enhancement and digital empowerment, however, are both beset with major challenges. Skill enhancement initiatives frequently lack adequate infrastructure and means, especially in rural and deprived areas. Lack of knowledge regarding changing industry requirements and lack of proper counselling further impede individuals in seeking appropriate skill development. Digital empowerment also has its own challenges, with the most significant one being the digital divide. Inequality in access to technology, particularly in rural regions, limits the potential of communities to leverage the advantages of digital tools. Also, issues pertaining to cybersecurity, privacy and digital literacy still act as deterrents to meaningful digital empowerment.

These challenges must be met with collaborative and innovative solutions. Governments, businesses and institutions of learning need to collaborate to create policies and programs that foster skill development and digital inclusion. Investment in infrastructure is important to make training resources and technology accessible to everybody. Public-private partnerships can be important for running workshops, sponsoring initiatives and offering mentorship opportunities to individuals. NGOs and grass-roots groups should concentrate on reaching-out-efforts to provide these marginalized segments with participation opportunities in such schemes. Affordable solutions for technology along with campaign support for improving digital literacy will continue to address the digital divide further. Inclusiveness will continue to be a top priority to ensure that no one is left behind in attaining a digitally empowered world.

The significance of skill development and digital empowerment goes beyond personal development; they are essential to fuel societal change. Equipping people with appropriate skills and connectivity to technology not only enhances their employability but also fosters economic development, innovation

and social integration. A digitally equipped and skilled workforce can tackle major global issues, ranging from environmental sustainability to health accessibility.

In a nutshell, skill improvement and digital empowerment are the double drivers propelling the world towards a future that is equitable, inclusive and innovative. They call for collaborative work from all players – governments, organizations, communities and individuals, so that they can succeed. As technology continues to reconfigure our world, investing in people and dismantling barriers to accessibility will lead towards a society where opportunities are myriad and progress is expansive.

Luvleen
BA I

NEP: SKILL ENHANCEMENT AND DIGITAL EMPOWERMENT

The National Education Policy (NEP) 2020 is based on five pillars of access, equity, quality, affordability, and accountability. It is a forward-looking policy aimed at transforming the Indian Education System by creating a more holistic, multidisciplinary and flexible framework. It emphasizes two critical pillars: skill enhancement and digital empowerment to elevate the quality of education and align it with the needs of a rapidly evolving global workforce and technological advancements.

Skill Enhancement bridges the gap between academic learning and industry demands. It lays the foundation for holistic development of the individual to allow them to be sustained in the industry. NEP aims at fostering critical thinking, problem-solving, creativity and skill-based learning at all educational levels, rather than the traditional approach that focused on rote learning and theoretical knowledge. It envisions a comprehensive education system to ensure that students are equipped with all the necessary skills to thrive in the 21st Century. The policy has introduced Atal Tinkering Labs to nurture grassroots level innovation. The Anusandhan Research Foundation is nurturing research and innovation in collaboration with industry and academia.

To ensure relevance, the NEP promotes collaboration with industries, providing students with real-world experiences through internships, apprenticeships and live projects. In tandem, digital empowerment plays an important role with NEP advocating for the integration of technology with education. It promotes hybrid learning models, combining traditional classroom teaching with online education through various platforms like SWAYAM, which further makes education more accessible through the removal of geographical barriers, ensuring quality education. The era of the 4th Industrial Revolution demands digital literacy, knowledge of AI, data science etc. among other facets to position students to thrive in industries.

In the effective implementation of this policy, the role of educators is extremely important. The policy emphasizes continuous professional development and encourages the development of digital tools that support assessments, personalized learning paths, and the use of data to improve educational outcomes. These tools enable educators to track student progress and tailor lessons to meet individual learning needs.

The NEP 2020 stands as a beacon of transformation, driving India towards a future enriched with skilled and digitally empowered individuals. By equipping students with practical skills and digital literacy, the policy ensures that they are well-prepared to thrive in a knowledge-driven and technology-enabled global economy. It bridges the gap between traditional learning and modern industry requirements, empowering students with both the technical and critical thinking skills essential for success. This will also help in achieving the vision of Viksit Bharat.

Radhika Sharma
BA II

EDUCATE, EMPOWER, EVOLVE: SKILL AND DIGITAL INTEGRATION IN NEP 2020

As a tech-giant-nation, still confined in the wraps of a profound developmental slumber, India finds itself at the intersection of tradition and modernity, pushing itself to the brink of progressive consciousness. After stumbling blindly through crowded lecture halls, missed and seized, yet lost opportunities and grasping at the leftover straws of conventional syllabi belonging to a bygone age, I find myself firmly rooted at the end of my third collegiate year- my heels set on fire with a spark of the rapid progress that has followed my generation.

A Call for Change: Skill Education

With the Introduction of NEP (National Educational Policy) 2020, the nation has been essentially handed over the tools to equip the youth for future economic resilience in the face of the growing risk of novel diseases and pandemics. Through the debut of skill modules that span 12 to 15 hours and encompass 33 subjects, such as Mass Media, Data Science, Design Thinking and Computers, the Central Board of Secondary Education (CBSE) has made significant progress with the intermediate classes (VI–VIII). In the secondary and senior secondary grades (IX–XII), a skill topic can be selected as the sixth optional course out of 42 options. These courses are designed to help students prepare for the workforce and gain possible career benefits by matching them with certain National Skills Qualification Framework (NSQF) levels.

Colleges, too, have undergone a revamping of sorts and are now offering Skill Enhancement Courses (SECs), which are designed to provide value-based and/or skill-based knowledge. In addition to SECs, colleges offer Value Added Courses (VACs), which are meant to impart knowledge-based education on human values and ethics, Indian culture and heritage, health and wellness, environmental aspects and digital technology in education.

This sudden shift towards vocational learning comes as no surprise, as it not only adds the element of adaptability to the everyday academia but also improves the educational experience from a holistic perspective, fostering resilience and retention in the face of the ever-changing industrial demands. India will be in a better position to handle both domestic job demands and the global skilled labour deficit, especially in industrialized nations that are struggling with aging populations, if it has market-ready labour.

Fostering Entrepreneurship: Digital Empowerment

The foundation of contemporary economic progress is digital skills. Jobs are being created by the digital economy, especially in new fields like digital marketing, data analytics and cybersecurity. India's youthful population offers a special chance to take use of these opportunities and generate jobs. Additionally, digital skills are essential for closing the gap between urban and rural areas. Rural communities may enhance their access to financial, medical and educational services by using digital technologies and the internet.

Apart from the National Education Policy promoting digital literacy, the Indian government has started several programs to encourage the development of digital literacy and skills. Enhancing digital literacy across the country is the goal of initiatives like Digital India, Skill India and the National Digital Literacy Mission (NDLM). The government can develop a workforce that is adept in digital technology by growing these programs and making sure they are accessible, particularly in remote areas.

The COVID-19 Batch: A Generation in Limbo

The year 2020 set forth the background for a roaring digital revolution amidst a pandemic lockdown, birthing a somewhat primitive, mostly futuristic generation - the Covid batch. However, this high

technologic tide left most of us stranded ashore – out of reach of many of the advantages introduced by fresh, new governmental policies.

We were not prepared for this new period by traditional education because of its inflexible framework and sluggish rate of change. Many of us lacked the tools and direction necessary to close the gap in our curriculum, which was mired in the past. We did not lack ambition; rather, systemic obstacles and an economic disparity created by the lockdown struggle alienated our experiences from those who came immediately after us.

Nevertheless, this story is not intended to focus only on loss. The demand for systemic change is an appeal to governments and educational institutions to understand that the digital gap is about opportunity, equity and realizing unrealized potential rather than just technology. We need to create connections for those of us who have been left behind by an antiquated system so that all students, regardless of background, can benefit from digital empowerment.

Bridging the Gap

A glaring chasm sorely sticks out from the picture-perfect policies: implementing such perfect plans is no easy task in a country with problems as vast as ours. Not only does the poorly developed infrastructure pose a constraint, even the faculty of most schools are not adequately trained to deliver skill courses. Schools find it difficult to incorporate cutting-edge subjects like robotics or artificial intelligence into their curricula, even with the CBSE's capacity-building initiatives and resource development. Accessibility and cost issues are frequently brought up for pupils in underprivileged communities. The third obstacle is India's strict educational system, which places a strong emphasis on intellectual disciplines. Schools may not devote enough time to such programs due to the competitive pressure of Board Examinations in secondary courses, and parents and teachers may not fully see the benefits of skill education. Skill education is sometimes seen as a backup plan for individuals who find it difficult to succeed in the standard academic path.

Arshbaani Kaur Wazir
BA III

IMPORTANCE OF SKILL ENHANCEMENT: ADAPTABILITY

This is not the first time the world has experienced significant shifts in employment due to new technologies like- AI, ML or other rapid digital advances. But when one door closes, another one opens. The principle applies to the job economy as much as it does to other aspects of life. History tells us that in the long run technology is a net creator of jobs. Let us see how.

Think of the Industrial Revolution that transformed cloth making back in the early 19th century or the automobile industry in the early 20th century. All kinds of jobs became redundant – pin setters of spinning wheels and snubber doffers. But there were also all kinds of supplementary industries, all kinds of new possibilities.

The invention of internal-combustion engine increased employment and productivity manifold. The Ford Model T is an excellent example of this process. With jobs being lost in the carriage making and horse pulling industries, Henry Ford made use of the workforce in creating an assembly line for its cars. Workers were already used to doing a single mundane task all day. Ford made use of this habit and with a little training created a specialised assembly line for its cars.

Another example is the Ski Industry. Although skiing has been around for centuries, the ski industry is a post-World War II phenomenon in which new areas were opened by the creation of the automobile

and the rise of incomes that went with higher productivity. With the rise in number of tourists, a whole new industry developed. Those with the right skills flourished- ski instructors, people who maintain the ski slopes, snow makers and the manufacturers of snow-making machines.

With development of communication came the rise and fall of the telephone operator occupation, which mostly employed young women. Between 1910 and 1940, as satellite companies rapidly adopted mechanical switching, telephone operators were quickly put out of work. Yet future cohorts were not harmed at all. They simply found other jobs, especially as typists and secretaries.

To take more recent examples, take human computers - mathematical wizards without whom space agencies could not function in the absence of calculators. Given this, as actual computers and calculators developed, these mathematicians such as Shakuntala Devi, about whom a film was produced recently, had to pivot to other means. While she opted to use her skills for the show business, still many other started academic and research institutes.

Up until about 20 years ago, VHS and DVDs were how most people enjoyed watching a movie outside of the cinema. With the onset of digital on-demand and streaming services, the good old video rental stores that used to be in every suburb are no longer there. They too have had to pivot to other professions.

What is evident in all these examples is that “it is not the strongest of the species that survive, nor the most intelligent, but the ones most responsive to change.” It highlights a crucial principle of survival in society i.e., adaptability. While strength and intelligence are valuable, they are not the sole determinants of survival and success. The ability to respond effectively to change is what ultimately ensures longevity and progress. Constant skill enhancement enables us with this ability.

With every technological advancement, comes the question of the jobs that will be potentially lost. While, we cannot foresee the new occupations that are going to be created, we must prepare ourselves to constantly adapt to change. Businesses and individuals that adapted to digital transformation thrived, while those resistant to technological change struggled. Companies like Kodak, which failed to embrace digital photography, serve as cautionary tales of how failure to adapt can lead to decline. At the same time, companies like Amazon, Google, and Apple have remained dominant not because they were the strongest or the most intelligent but because they continuously evolved.

The same is true for individuals too - people who can adjust to new challenges, learn from failures and embrace change, are more likely to succeed. Resilience and flexibility are key traits of successful individuals. Narayana Murthy, originally trained as an electrical engineer, transitioned into software development and co-founded Infosys at a time when India's IT industry was still in its infancy. He adapted to global trends and helped establish India as a major technology hub.

WEF says that in coming years, work could be automated for upto 800 occupations, thereby reducing employment in that occupation. But as history tells us, new jobs would grow in its place. When we look at the net of those two forces, we see that some occupations may decline from today's level, while others are going to grow. But to ensure our own career progression, we need to stay on top of the changing technology with the requisite skills.

In a world that is constantly evolving, the true winner is one with the skills to adjust to new realities. Strength and intelligence may be valuable, but without adaptability, they are not enough. The future belongs to those who can respond effectively to change.

As Albert Einstein rightly says, “The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.”

**Khwahish Singal,
MA II (Economics)**

TECHNOLOGY AS A TOOL, SKILL AS THE ENABLER: NEP'S VISION FOR A DIGITAL INDIA

"True digital empowerment lies not just in access to technology, but in the continuous enhancement of skills that allow individuals to thrive in a connected world."

This statement captures the essence of a dynamic and evolving landscape where technology serves as a catalyst for progress. From how we communicate and learn, to how we shop and work, technology has re-defined every aspect of our lives. While technology can open doors, only skills can help people walk through those doors with purpose and success. Hence, in the era of human progress, the threads of digital empowerment and skill enhancement intertwine to create a vibrant and dynamic world.

Digital Empowerment means having access to technology- devices, the internet, platforms and tools that connect us to the world. It empowers individuals to participate in the global economy, access education and healthcare resources and connect with others across the world. NEP plays a major role in promoting digital empowerment. NEP 2020 emphasizes the integration of technology in education at all levels to make learning more accessible, inclusive and engaging. For instance, a major initiative under NEP is the DIKSHA (Digital Infrastructure for Knowledge Sharing) platform. This government run portal offers free access to a wide range of digital learning materials for students and teachers in multiple languages.

Skill Enhancement is another major pillar of the NEP. Skill Enhancement implies critical thinking, problem-solving, creativity and the ability to discern reliable information in the vast sea of digital content. Furthermore, it emphasizes the importance of digital literacy, ethical awareness and effective communication in a digital environment. The policy acknowledges that empowering teachers with digital skills is vital for effective implementation of digital tools in the classroom.

NEP promotes coding and computational thinking from an early stage, preparing students for the demands of a digitally driven future. It encourages the development of problem-solving and digital literacy skills that are essential in the 21st-century job market.

The synergy between digital empowerment and skill enhancement is the key to unlock a future where technology serves as a force for good. To make this vision a reality, we must invest not only in digital infrastructure but also in education, training and awareness. Schools and Colleges should teach digital skills alongside traditional subjects. By integrating digital literacy, skill development and equitable access to technology, the NEP is laying the foundation for an education system that prepares every learner to succeed in a fast-changing, technology-driven world.

At last, technology is the tool - but skill is the enabler.

Harshita Bharti
MA II (Economics)

NEP 2020: A BREAK FROM THE PAST, A BLUEPRINT FOR A DEVELOPED INDIA

The government of India, on July 29, 2020, replaced the 1986 National Policy on Education with the National Education Policy 2020 that aims to improve India's education system. This policy aligns with the 2030 Agenda for Sustainable Development built on the foundational pillars of access, equity, quality, affordability and accountability.

The Global Education Development Agenda reflected in the Goal 4 (SDG 4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 – seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. The vision of the Policy is to instil 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.

The NEP 2020 policy focuses on the skill enhancement to improve employability of the future generations. Instead of the traditional methods of teaching, new vocational courses are added to instil experiential learning from a young age. The focus is on instilling knowledge with soft skills like critical thinking, communication skills, problem solving to alter the employment market based on skills and technology. The traditional educational system which focused on memorization and cramming has now been transformed to evaluation-based, hands-on, real-life projects to help students cater to the emerging market trends across the globe. Students are also provided with career counselling and guidance sessions to receive support in following their passion and interests, and skills required to achieve their goals. The NEP recommends skill education in every school to be compulsory by 2030.

The government also recognises the role of technology that enables access to students in remote areas. Virtual learning and interactive classrooms make learning fun and accessible to all children and aim to cultivate digital competence at early ages. Introduction of Artificial Intelligence, Robotics and Machine Learning incorporates specific industry related skills required in today's times. National Education Technology Forum promotes a platform for free exchange of ideas on technology use in education. Over 20 Central Ministries & Departments are contributing in this direction for the promotion of skill development to make people employable. To promote Digital Innovation in education across the nation, the government is doing its part to facilitate digital literacy by means of technology centred education and NEP 2020 stimulates innovation by empowering the students to expose themselves to new fields of study so that they can survive and succeed in a technology based world economy. NEP 2020 is a milestone to adopt a future-focused education system with skills and digital literacy as the essence in the development context. Providing space for vocational education and taking up digital modes of training, the policy will lay the foundation for a knowledge based and responsive workforce according to the vision of the knowledge-based economy in India.

Tanmeet Jabbal
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FROM ANCIENT ROOTS TO MODERN BLOOM

India will have the largest working age population in the world by 2030, but gainful employment for students from the general stream is a major challenge. Improving the employability of students requires a new vision with curricular support.

The National Education Policy has advocated for the integration of vocational education programmes into mainstream education in all education institutions, in a phased manner. NEP further envisions that vocational courses will be available to students enrolled in all Bachelor's degree programmes as the technological advances of the last few decades have transformed every aspect of the working landscape, leading to big changes in skill expectations from employers. In the context of this rapidly evolving work culture, the implementation of the National Education Policy (NEP) will be a key factor in the overall effort to equip our manpower to lead the change. This revolutionary policy has set the framework for deep educational reform, particularly in Higher Education, with emphasis on developing technical as well as soft skills among graduates and post-graduate students. Instead of the traditional content-heavy and rote-learning approach, the NEP lays emphasis on a more holistic view. It calls for a creative and multidisciplinary curriculum that includes Humanities, Sports and Fitness, Languages, Culture, Arts and Crafts, in addition to Science and Mathematics. It recognizes soft skills such as communication, cooperation, teamwork and resilience, as 'life skills.' This altered approach is designed to help students develop academic expertise with vital leadership skills that can help them in their career path.

The digital literacy of today's young generation is growing up in an environment surrounded by digital information, but not all of them may sort, evaluate effectively, and use information appropriately. Therefore, empowering digital literacy through the National Education Policy is a significant requirement. Despite the rapid advancement of digital technology, the younger generation is faced with an unprecedented challenge. They are growing up in an era where the internet, social media and smart devices have become an essential part of everyday life. However, behind the ease and convenience offered by these technologies, some risks and challenges need to be addressed. Perhaps one of the most crucial aspects is digital literacy, the ability to understand, evaluate and use the information found online thoughtfully and effectively. Digital literacy is not only about how to use computer software or hardware, rather it is also about the ability to sort through information, identify truth from false information, and understand the ethical implications of using technology. In the absence of adequate digital literacy, the younger generation is exposed to the spread of false information, online abuse and cyber fraud. Therefore, the role of the education system in empowering digital literacy is crucial, as education is the key in preparing the younger generation for the complexities and dynamics of the current digital era. In this context, education policy has a significant role to play in providing a solid foundation for empowering digital literacy.

However, efforts to empower digital literacy through an education policy also require comprehensive support from various parties, including the government, educational institutions, industry and society as a whole.

Tanvir Kaur
MA II (Economics)

WORLD IN FLUX: MAPPING THE CHANGING GLOBAL LANDSCAPE

"The world is a stage and everyone has a role to play." Indeed, the world has become a stage and we all are its participants, the central figure being Mr. Donald Trump and the opposition, anyone who finds themselves at odds with his policies. Apparently, America's problems often become global concerns, as seen with these trade battles. As mentioned by Surjit S. Bhalla, the TT or Trump Tariffs have little to do with restoring economic balance or improving the U.S. trade deficit. Instead, they appear to reflect more of a personal or political assertion of power than a well-thought-out economic strategy. Was the imposition of 10% tariffs on other countries and 125% on China truly warranted, or is the U.S. beginning to act more like a restless participant seeking constant validation on the global stage?

A Shift to Neo Mercantilism, Who would Win?

This Trade War 2.0 reflects an era of economic nationalism, where America is taking a turn from free market liberalism, much like China has done in the past. Although Trump's policies have always been "America First", this time, Trump seems to be taking an extreme approach. But unlike before, China holds more cards than America might think. While Trump aims to be a major proponent of the Madman Theory seeking leverage and demonstrating to the world that "America still has it", China continues to make significant progress, particularly in holding a dominant position in the semiconductor industry. There is no doubt that adverse consequences may arise for Chinese export-oriented manufacturers. However, the importance of the U.S. market to China's export-driven economy has declined significantly. For instance, U.S.-bound exports accounted for 19.8% of China's exports in 2018, but this figure dropped to 12.8% by 2023. This shift occurred during the Trade War 1.0 phase.

The second phase may further lead to China's "domestic growth expansion," which Xi Jinping strongly advocates. However, while 2018 was a period of immense growth for China, the Chinese economy has experienced a slowdown in recent times.

Western decoupling is an added factor to this trend. It involves global players seeking alternatives for technological integration and shifting away from reliance on China. Despite this, China understands the fact that the Chinese and American economies are deeply intertwined, making it difficult to snap ties entirely. While U.S. imports from China have decreased, many goods imported by America from other countries still contain Chinese-made components. Additionally, third-world countries, in particular, remain heavily reliant on raw materials from China. By 2022, the USA relied on China for 532 key products, while during the same period, China's reliance on the U.S. was reduced by half. Therefore, it is time we consider studying geoeconomics not solely from America's or Europe's perspective.

Where does India Stand?

India can reap significant benefits from changing global supply chains, but only if the trade infrastructure is enhanced. Currently, the Indian economy faces challenges akin to the 1991 crisis, though not as extreme, as it remains exposed to weak trade and investment policies. Foreign Direct Investment (FDI) has been declining by at least 1% annually, similar to trends seen in the 1990s. This trade battle, however, presents an opportunity for India to address these issues. Both the U.S. and China may offer India a range of opportunities.

Trump's policies require reforms in agriculture and manufacturing; how can India emerge as a key player in the global arena? The Western world seeks a counterbalance to the Chinese Dragon, and India now has an AI-driven workforce comparable to China's. While China requires India's support, India must demonstrate flexibility for reform and adjustments.

Historically, the United States has resisted allowing emerging players to rise, and this isn't about right-wing or left-wing ideologies, it is solely about economics and hegemony. Whether under Trump or Biden, any nation challenging American dominance faces consequences due to the West's snobbish attitude. Nonetheless, India has the potential to emerge as a significant player in the global economy if it seizes opportunities with adaptability rather than rigidity.

**Prakriti
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ECONOMIC WEAPONIZATION

At the recent India-Italy Business, Science and Technology Forum, EAM Dr S Jaishankar Spoke about economic weaponization. “We meet today in a familiar global political and economic order, but one that is transforming, becoming more complex and unpredictable,” he said.

But, what exactly is Economic weaponization? It means using trade as a tool of foreign policy rather than as an economic goal in and of itself. Talking about it in simple words, it is the strategic use of trade policies, tariffs, sanctions and economic tools by a country to further its geopolitical or national security goals, rather than just pursuing economic benefits. Economic weaponization is generally discussed under the intersection of politics and economics. Liberals usually assume that trade maximises welfare and fosters cooperation, which means that, in the long run, economic exchange appeases politics and overall improves mankind. For realists, instead, economic exchange has always come second to politics. According to them, economics, as politics' junior partner, is but one factor among many others determining a nation's power. From such a perspective, trade relationships and cooperation are but temporary, opportunistic arrangements that can easily be broken or overturned even if “entangled” in complex and overlapping regimes of governance.

Emphasizing the realist notion, the major question is –Are trade relationships between two countries so easy to break? Well, the answer can lie both in the positive as well as the negative. Economic weaponization comes into play, when one country attempts to manipulate the terms of trade which can further lead to sour relations between the countries talked about. This new era of Economic Nationalism, where this new reality demands our diverted attention might force you to question, is it easy to manipulate the terms of trade? If, yes, then what about free trade agreements (FTAs)? Well, talking about India, we have signed 13 free trade agreements (FTAs) and six preferential trade pacts to boost exports and provide greater market access for domestic industries. Since 2014, we have signed FTAs with Mauritius, the UAE, Australia, and the European Free Trade Association (EFTA). Whereas, The United States (US), is moving away from traditional FTAs with market access as the goal. It embarked instead on amorphous new frameworks of cooperation and exchange such as the Indo-Pacific Economic Framework (IPEF) or the EU-US Trade and Technology Council (TTC).

Geoeconomics has thus become the means through which contesting powers, strategically aligned or otherwise, engage in competition or cooperation.

Economic Weaponization and India: China's supply chain control, trade weaponization tactics and manipulation in the realm of trade has always been a disadvantage to India and it further made us a victim of economic weaponization. China has systematically built its dominance in global supply chains, allowing it to exert strategic leverage over rival economies.

1) Monopoly Over Critical Manufacturing Equipment: China controls production of high-tech machinery required for semiconductor and electronics manufacturing. By restricting exports, it can slow down rival industries and hinder technological self-sufficiency. Example: In 2024, China restricted exports of specialized machinery to Foxconn India, delaying iPhone production.

2) Control over Key Raw Materials: China dominates the global supply of rare earth elements (REEs), crucial for electronics, EV batteries and defence technology. Export bans disrupt industries worldwide, limiting production capabilities in competing nations. Example: In 2023, China restricted gallium and germanium exports, affecting semiconductor and military production in multiple countries.

3) Supply Chain Disruptions as Geopolitical Leverage: China manipulates trade policies and exports restrictions to pressure dependent nations. This gives China an advantage in diplomatic negotiations by leveraging economic dependencies. Example: During the U.S-China trade war, China blocked exports of key components to Huawei and Apple, showcasing its influence in electronics manufacturing.

4) Deep Integration in Global Manufacturing: Through initiatives like the Belt and Road Initiative (BRI) and foreign industrial investments, China ensures foreign companies remain tied to its supply chains. Even with sanctions, global giants like Tesla and Apple continue major operations in China due to its efficient supply network.

China's control over e-supply chains presents significant challenges for India's economic and technological independence. To mitigate these risks, India must diversify its supply sources, develop domestic capabilities and strengthen global partnerships. As India advances toward self-reliance, reducing dependence on Chinese supply chains will be critical for its long-term economic security and global standing. Trade is no longer just an economic activity; it has become a tool for geopolitical influence. Powerful economies use weaponized trade tactics, such as sanctions, tariffs and export restrictions to pressure rival nations. India, as a major emerging economy, must carefully navigate these challenges to maintain strategic autonomy while ensuring economic stability.

Tamanna Nijhawan
BA II

RISING GOLD PRICES IN INDIA: REFLECTING GLOBAL UNCERTAINTIES AND LOCAL TRENDS

Recently, gold prices in India have surged to their highest levels in years. This increase is not just about how consumers feel but also speaks to the wider connections between global economic challenges and our own market conditions. With financial uncertainty on the rise, many investors are turning to gold—a trusted asset known for its reliability—which highlights the intricate relationships among fiscal strategies, currency shifts and cultural practices.

As geopolitical tensions simmer and commodity prices fluctuate alongside inconsistent actions from major central banks, gold has once again become a favoured option for those looking to protect against inflation and currency decline. With concerns of recession creeping in, more global capital is finding its way into India's gold market, driving up both demand and prices.

The weaker rupee has raised the cost of gold imports, and the Reserve Bank's supportive policies are contributing to a rise in inflation. This situation creates a cycle: as the rupee loses value, import prices climb, leading to higher domestic inflation, which then boosts the demand for gold as a protective measure—this, in turn, pushes prices even higher.

In India, gold is far more than just an investment—it's deeply woven into the fabric of our culture. From festivals to significant family events, the demand for gold spikes during important seasons. Economic uncertainty only amplifies this desire, as families view gold as a bulwark against potential challenges, reinforcing its significance as both a cherished tradition and a means of security.

On the global stage, gold supply has faced stagnation due to regulatory and logistical challenges, while demand continues its upward trajectory. In India, speculative investments in gold-based assets further add to the price pressure. This mix of constrained supply and robust demand—both genuine and speculative—fuels a cycle of rising prices.

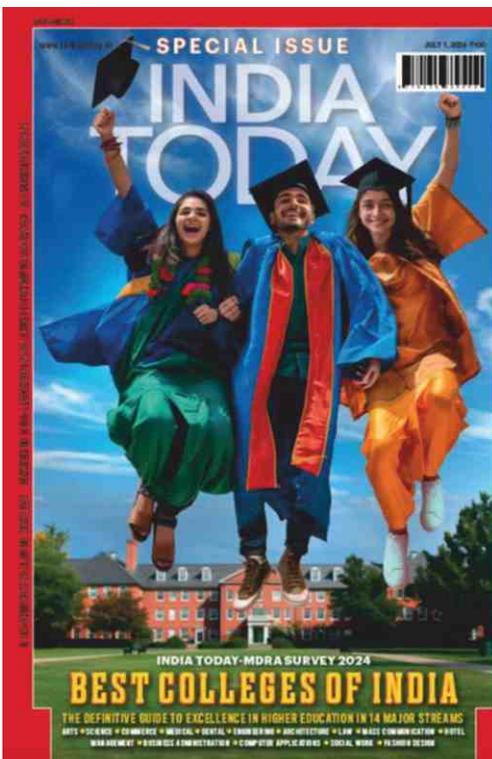
While gold offers a sense of security in uncertain times, its rising price challenges policymakers trying to balance growth and inflation. Speculative activity must be closely watched to avoid broader market instability. For now, gold remains a gleaming symbol of resilience—anchored in tradition, yet propelled by global and domestic flux.

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THE WEEK-HANSA RESEARCH SURVEY 2024

INDIA'S BEST COLLEGES

	RANK	COLLEGE	CITY	SCORE
ARTS COLLEGES ALL INDIA	30	Ramnarain Ruia College	Mumbai	297
	31	Kishinchand Chellaram College	Mumbai	286
	32	Mehr Chand Mahajan D.A.V. College for Women ✓	Chandigarh	272
	33	Osmania University College For Women	Hyderabad	270
SCIENCE COLLEGES ALL INDIA	23	K J Somaiya College of Arts and Commerce	Mumbai	353
	24	Indraprastha College for Women	Delhi	351
	25	Mehr Chand Mahajan DAV College for Women ✓	Chandigarh	341
	26	Women's Christian College	Chennai	340
COMMERCE COLLEGES ALL INDIA	30	Sri Ramakrishna College of Arts & Science (Formerly SNR Sons College)	Coimbatore	354
	31	Presidency College	Bengaluru	343
	32	Mehr Chand Mahajan DAV College for Women ✓	Chandigarh	330
	33	St. Aloysius College	Mangaluru	329



Mehr Chand Mahajan DAV College for Women Sector 36-A, Chandigarh



NATIONAL RANKING 2024

STREAM	Ranking
Mass Communication	28
BCA	32
SCIENCE	35
ARTS	36
COMMERCE	52
BBA	54

REGIONAL RANKING 2024 (Chandigarh)

ARTS	1
BCA	1
Mass Communication	1
SCIENCE	2
COMMERCE	2
BBA	2

The College has been ranked 1st in Arts and BCA, 2nd in Science & Mass Communication and 3rd in Commerce & BBA in North India excluding Delhi NCR.

MEHR JYOTI 2024-25



MEHR CHAND MAHAJAN DAV COLLEGE FOR WOMEN

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