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THE INFLUENCE OF INDIAN KNOWLEDGE SYSTEM ON GLOBAL PEACE UNDERSTANDING, AND COOPERATION

Authored By

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PUBLICATIONS

IN-DEPTH ANALYSIS OF ARTIFICIAL INTELLIGENCE AND ITS APPLICATIONS

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ABSTRACT

Producing intelligent machines, particularly computer programs, is the science and engineering of artificial intelligence. It's connected to the comparable challenge of applying computers to comprehend human intelligence, but artificial intelligence isn't limited to approaches that can be observed by biological means. Artificial intelligence (AI) is typically defined as the study of computations that enable observation, reasoning, and action, while there is no universally accepted definition of AI. Currently, humans are unable to comprehend, evaluate, and make complex judgments based on the volume of data that is generated, both by humans and machines. The future of all complex decision making is artificial intelligence, which serves as the foundation for computer learning. The characteristics, history, definitions, applications, development, and accomplishments of artificial intelligence are all covered in this paper.

Keywords: Natural Language Processing, Neural Networks, Deep Learning, Machine Learning, and Knowledge Base Systems, Artificial Intelligence

INTRODUCTION

A system that takes activities to increase its odds of success is called an intelligent agent. Artificial intelligence (AI) is the discipline of computer science that studies the intelligence of machines. Computers can perform tasks that provide the impression of intelligence because of the study of ideas. Perception, communication, planning, knowledge, reasoning, and the capacity to move and manipulate objects are among the fundamental ideas of artificial intelligence. Making intelligent machinery, particularly intelligent computer programs, is the science and engineering of this field.

ARTIFICIAL INTELLIGENCE METHODS

MACHINE LEARNING

This is an example of an artificial intelligence application in which robots are autonomously trained to learn from experience rather than having specific tasks explicitly coded into them. A branch of machine learning called "Deep Learning" uses artificial neural networks to do predictive analysis. Numerous machine learning algorithms exist, including reinforcement learning, supervised learning, and unsupervised learning. The algorithm does not act on categorized data on its own in unsupervised learning. From the training data, which consists of a collection of an input item and the intended output, supervised learning infers a function. Machines utilize reinforcement learning to determine the best possibilities that should be considered and to take appropriate action to increase the reward.

NATURAL LANGUAGE PROCESSING (NLP)

Where the computers' natural language processing is designed lies in the interactions between them and human language. For natural language processing—which extracts meaning from human languages—machine learning is a dependable technology. NLP involves the machine recording human speech. The text is next processed, where the data is turned into audio, after the audio to text interaction has taken place. Subsequently, the system responds to people using audio. The usage of natural language processing is present in word processors like Microsoft Word, interactive voice response (IVR) systems used in contact centers, and language translation programs like Google Translate.

Natural language processing is challenging due to the rules that are involved in information transfer via natural language, which are difficult for computers to comprehend due to the nature of human languages. In order to transform unstructured data from human languages into a format that computers can understand, natural language processing (NLP) uses algorithms to identify and abstract the rules of natural languages.

AUTOMATION & ROBOTICS

The goal of automation is to have machines complete boring and repetitive jobs, increasing productivity and yielding more economical and effective outcomes. Neural networks, machine learning, and graphs are widely used in automation in many organizations. By utilizing CAPTCHA technology, such automation can stop fraud concerns during online financial transactions. Robotic process automation is designed to carry out repetitive, high-volume activities that can adjust to changing conditions.

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Ethnography: A tool in Education

Dr. Archna Vats
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Abstract

Ethnography is the method of research to study about a culture or way of life from a folk people's point of view. Another name for it is field research. The folk point of view is the idea of a universe in a dewdrop, each person are reflection of their culture in that all their gesture, displays, symbols, songs, saying, every action things else has some implicit, tacit meaning for other in that culture. Ethnography is a qualitative research method often used in social sciences, particularly in anthropology and in sociology. Here, empirical data is gathered on human societies/cultures. Investigator, as a participant observation collect data through becoming a part of the community on which research has to be done. Data can also be collected through interviews, questionnaires, etc. The aim of Ethnography is to describe the nature of those who are being studied (i.e. to describe culture, tribes, folks, and ethnos) through writing. Ethnography can be widely used in education. It helps is addressing the educational problems of a particular group such as teachers, students administrators, managers, disadvantaged groups, girls with disabilities, etc. The present paper focuses on answering what are ethnographic studies? How does ethnographic research carry out with the help of review of researches? How do these help in developing theoretical base for problems in education of a particular group?

Keywords : Ethnography

Ethnographic Research

Ethnography in education is a qualitive research method through which the researcher immerses herself in the life of school, usually for an extended period, and through observation, interview and analysis of artifacts and documents which explores the educational life in school. Here, researcher gathers the data in the form of fieldnotes, interviews, images of school life and text that are the part of school and regularly analysts the patterns that emerges the routines that shapes the educational life. Finally the researcher creates a written product which often emulates the research process by immersing the readers in the life of school and by making truth unfold by facing the challenges during his/her research.

Ethnography is derived from Greek word ethnos means "folk people, nation" and graph means "I write" is a method of field study, observation that study the people and culture in their natural setting. It has continue to show significant development in the 20th century suggesting
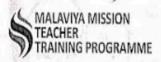
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This is to certify that **DR. ARCHNA VATS**, ASSOCIATE PROFESSOR, DEPARTMENT OF EDUCATION, KALKA INSTITUTE FOR RESEARCH AND ADVANCED STUDIES, ALAKNANDA, DELHI has participated in **Two Weeks Online National Multidisciplinary Refresher Course** on **Indian Knowledge System & Science** organized by MMTTC of Shri Lal Bahadur Shastri National Sanskrit University (Central University), New Delhi from 9th to 24th **December, 2024.**

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Entrepreneurial Mindset: Cultivating Innovation for Success in the Digital Age

Singh, Himani

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Abstract

The development of an entrepreneurial mindset is becoming more widely acknowledged as essential for promoting innovation and attaining success in today's quickly changing digital environment. An overview of the vital role that an entrepreneurial mindset plays in fostering innovation in the digital age is given in this abstract. It looks at how people and organizations can adopt entrepreneurial values to take advantage of new opportunities, manage uncertainty, and adjust to technology improvements. Developing an entrepreneurial mindset is crucial for success in the fast-paced digital world as it promotes creativity. This study explores the importance of fostering an entrepreneurial mindset in the modern day as a means of promoting innovation. It looks at how people and organizations may use entrepreneurial ideas to overcome uncertainty, take advantage of opportunities, and adjust to the rapid growth of technology. This study explores the characteristics of an entrepreneurial mindset by utilizing interdisciplinary viewpoints from the fields of technology, psychology, and entrepreneurship. It also covers methods for encouraging an entrepreneurial attitude in a variety of settings, such as business, community, and education. This seeks to shed light on how an entrepreneurial attitude is essential for fostering innovation and offer strategies for individuals and companies to prosper in the rapidly changing digital environment.

Keywords: Entrepreneurial mindset, Innovation, Digital age, Adaptability, Opportunity recognition, Risk-taking, Creativity, Entrepreneurship education, Technological advancement, Success.

Introduction

The entrepreneurial attitude has become a crucial factor in determining success for individuals, businesses, and economies in the ever-changing digital age. This study examines the value of developing an

विशेषज्ञ समिति द्वारा समीक्षित संस्कृत वाङ्मयाधारित मासिक शोधपत्रिका

संस्कृत-रत्नाकरः
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विषय-सूची

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सम्पादकीयम्

संस्कृतभाषा समग्रवैदिकभाषाणां जननी कथ्यते। संस्कृतस्य वैज्ञानिकः प्रभावः नासाकृतो अनेकैस्तनु-सन्धानैर्लक्ष्यते। गतेषु अहरसु संस्कृतमादाय इत्यङ्कराणि अधिकघनानि प्राप्तानि, यैः भारतस्य सम्प्रभुतायाः नाशकानीव अनुभूतानि भारतं स्वसंस्कृतेः नैतिकविचारेरेव विश्वगुरुः कथ्यते। प्रस्तुत डी.एम.के. सांसदो दयानिधिमारनमहोदयेन संसदि संस्कृत प्रति कटाक्षम् उपालम्भनं च कुर्वता, बादृशः शब्दाः प्रायुञ्जियत तत् राष्ट्रविरोधिचिन्तनपरिणामिवर्तते। श्रीमारनवर्येणसंसदीयक्रियाकलापाः संस्कृतभाषया अननुवदितुं नाचिकं प्रास्तानि। अत्र च कथितमपि संस्कृते अनुवादकरणं निरर्थं केवलमर्थापचयः (धनापच्ययः) वर्तते। एतत्प्रत्युत्तरितुम् अध्यक्षः विरलामहोदयः सुपुष्टि उत्तरं प्रादात् बत् कस्मिन् देशे भवान् निवसति? इयं भारतभूमिः या संस्कृते निर्मिता प्रतिष्ठिता च।

गतदिवसेषु तमिलनाडुप्रदेशस्य मुख्यमन्त्रिणा श्रीएमके. स्टालिनमहोदयेन राष्ट्रियशिक्षानीतिः-२०२० इत्यस्मिन् पारितस्य त्रिभाषासूत्रस्य विरोधः कृतः। सः तमिलभाषां प्रति हिन्दीभाषायाः प्रतिद्वन्द्रं स्वीकरोति तथा च कथयति यत् अनेन त्रिभाषासूत्रेण तमिलभाषायाः अस्तित्वनाशो भविष्यति। वस्तुतः केन्द्रसर्वकारेण हिन्दीमाध्यमेन संस्कृतभाषायाः प्रतिस्थापनं वाञ्छति। हिन्दी संस्कृतस्यैव मुखाकृतिर्वर्तते। सः प्रमुककार्यकर्तृभ्यो वदति यत् हिन्दीभाषा नैकासां भाषाणाम् अपघातकी अस्ति। यदि हिन्दीभाषायाः स्वीकृतिः तमिलनाडुप्रदेशे भविष्यति, तर्हि तमिलभाषाया अपि नाशो भविष्यति, यथा- भोजपुरी-मैथिली-अवधी-बुन्देली-गढवाली-ब्रज-कुमाऊंनी-मारवाडी-छत्तीसगढी-सन्थालीसहितम्न्यासामपि भाषाणां विनाशं हिन्दीभाषा कृतवती।

इदानीं भारतवर्षे संस्कृतभाषायाः विकासेसंवर्द्धने च नैकेजनाः सम्बद्धाः सन्ति, तत्रैव कदचन नेतारः संस्कृतं प्रति दुष्कृतभाषाणां प्रयोगं कुर्वन्ति। एतत् राजनैतिकं वक्तव्यं समग्रमे असामञ्जस्यमुत्पादयति संस्कृतं हि नैव सामान्यभाषापितुं वैज्ञानिकी भाषेति सर्वप्रसिद्धम्। संस्कृतस्य गुणाभिपानं विविधेषु शास्त्रेषु सन्निहितमस्ति एतावता अपि पदलोलुपाः नेतारः संस्कृतं प्रत्यमर्यादितं शब्दमुक्त्वा स्वाज्ञानतां प्रकटयन्ति सहैव विश्वस्मिन् विधे देशस्य गौरवं प्रतिष्ठाञ्च न्यूनीकुर्वन्ति इति चिन्तावहः विषयः।
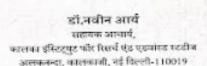
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उदीयमान भारतीय समाज में योग शिक्षा

डॉ.नवीन आर्य
सहायक आचार्य,
कालक्य इंस्टिट्यूट फॉर रिसर्च एंड एडवांस्ड स्टडीज
अलकनन्दा, कालकाजी, नई दिल्ली-110019

भूमिका

शिक्षा का मानव जीवन में बहुत महत्व है, इसे मानव जीवन का आधार स्तम्भ माना गया है। शिक्षा के अभाव में मानव जीवन के प्रगति की कल्पना भी नहीं की जा सकती है। जहाँ एक ओर शिक्षा बालकों का सर्वांगीण प्रगति कर, उन्हें विद्वान्, चरित्रवान् और बुद्धिमान् बनाती है, वहीं दूसरी ओर यह समाज के प्रगति हेतु भी एक शक्तिशाली साधन है। यह आगे आने वाली पीढ़ी को उच्च आदर्शों, आकांक्षाओं, विश्वासों जैसे सांस्कृतिक सम्पत्ति को हस्तान्तरित करती है। बालक की बैयक्तिक प्रगति, उसका मानसिक, शारीरिक एवं भावनात्मक प्रगति बिना शिक्षा प्राप्त किए भलीभांति नहीं हो सकता।

भारतीय मानव जीवन विश्व के साथ-साथ प्रगति में बड़ी तेज गति से दौड़ रहा है। प्रगति का यह युग परिवर्तनों का युग है। प्रत्येक क्षेत्र में नूतन आविष्कार हो रहे हैं। आज चारों ओर परिवर्तन ही परिवर्तन दृष्टिगोचर होते हैं। राजनीतिक, सामाजिक और आर्थिक क्षेत्रें में आज क्रान्तिकारी बदलाव हो रहे हैं।

उदीयमान भारतीय समाज- शिक्षा और समाज का अटूट सम्बन्ध है। हम देखते हैं कि जब भी किसी समाज ने शिक्षा की व्यवस्था की है उसने सबसे पहले अपने आदर्शों को समक्ष रखा है। इससे स्पष्ट हो जाता है कि जैसा समाज होगा, वैसी ही शिक्षा होगी। भारत एक प्राचीन देश है, वहाँ वर्णाश्रम धर्म की वैज्ञानिक समाज व्यवस्था का विकास हुआ था, किन्तु धीरे-धीरे यह व्यवस्था विकृति की ओर बढ़ती गई। वर्ण का निर्धारण गुण एवं कर्म के स्थान पर जन्म से होने लगा। व्यक्ति स्वभाव से सामाजिक होता है, उसका सम्पूर्ण जीवन समाज का ही दिया हुआ है। आशय यह है कि व्यक्ति का व्यक्तित्व उसकी व्यक्तिगत वस्तु नहीं है वस्तु वह एक ऐसा साधन है, जिसके माध्यम से विश्व का वास्तविक कल्याण किया जा सकता है। अगर व्यक्ति को समाज से अलग कर दिया जाए, तो उसका जीवित रहना नितान्त असम्भव है। उदीयमान भारतीय समाज में योग शिक्षा का महत्व और औचित्य वर्तमान सन्दर्भ में प्रासंगिक हो जाता है। उदीयमान भारतीय समाज में शिक्षा के अन्तर्गत भारतीय चिन्तन, मानवतावाद, प्रमुख भारतीय शिक्षाविद् प्रमुख परम्परागत एवं आधुनिक शैक्षिक संस्थाएँ, शिक्षा तथा समाज, संस्कृति तथा शिक्षा, प्राचीन भारतीय समाज में शिक्षा, मध्यकालीन भारतीय समाज में शिक्षा, ब्रिटिश कालीन भारतीय समाज में शिक्षा, स्वतन्त्र भारतीय समाज में शिक्षा, आर्थिक प्रगति और शिक्षा, सामाजिक बदलाव, जनतन्त्र, भावात्मक एकता इत्यादि विषय सम्मिलित हो

जाते हैं। इसी प्रकार उदीयमान भारतीय समाज में योग शिक्षा का महत्त्व अत्यन्त आवश्यक बिन्दु पर चर्चा करना अति प्रासंगिक है।

योग शिक्षा- योग भारतीय संस्कृति की अमूल्य निधि है। भारत अपनी इस प्राचीन शिक्षा (विद्या) द्वारा विश्व और सम्पूर्ण मानवता को एक नई रोशनी प्रदान करने की क्षमता रखता है। योग विद्या को ऋषियों तथा मुनियों का ही कार्य क्षेत्र नहीं समझना चाहिए अपितु यह प्रत्येक जनमानस के लिए महत्त्वपूर्ण है। हमारे विद्यालयों एवं महाविद्यालयों के पाठ्यक्रम में इसे अनिवार्य विषय के रूप में स्थापित किया जाना चाहिए। हम यह भूल रहे हैं कि जीवन में जो कुछ चाहिए, उसे प्राप्त कराने में 'योग शिक्षा' बहुत ही महत्त्वपूर्ण भूमिका निभा सकती है। वास्तव में आज उदीयमान भारतीय समाज में योग शिक्षा के प्रति एक अनुकूल जागरूक वातावरण तैयार हुआ है।

महर्षि पतञ्जलि के अनुसार 'योगश्चित्तवृत्तिनिरोधः' अर्थात् चित्त की वृत्तियों का रोकना ही योग है। योग की शिक्षा द्वारा मात्र व्यक्तिगत हित ही नहीं होता बल्कि सामाजिक दृष्टि से भी यह निम्नलिखित रूपों में उपयोगी सिद्ध होती है-

- व्यक्तियों से मिलकर समाज का निर्माण होता है जैसे व्यक्ति होंगे वे अपने अनुकूल समाज का निर्माण करना चाहेंगे। योग-साधना के पथ पर चलने वाले व्यक्तियों से इस प्रकार एक सभ्य समाज की रचना का सुयोग प्राप्त होता है।

- सामाजिक बुराइयों जैसे छल, कपट, धोखाधड़ी, नशीले पदार्थों का सेवन, रिश्वतखोरी, कालाबाजारी, हिंसा, मारकाट, साम्प्रदायिकता, अन्य इन्द्रियजनित और सांसारिक विषयों की आसक्ति से सम्बन्धित अपराधों की संख्या में कमी लाने के कार्य में भी यौगिक पथ अमूल्य सहयोग प्रदान कर सकता है।

- आज समाज के सामने मूल्यों और नैतिकता के मापदंडों को बनाए रखने का जो संकट है और आपसी वैमनस्य, ईर्ष्या, शत्रुता और घृणा का जो वातावरण घर-बाहर, देश-विदेश में व्याप्त है, उसे यौगिक साधना द्वारा सुलझाए गए प्रेम, सहयोग, शान्ति, संयम, धैर्य, सहिष्णुता, साधना और सत्य के मार्ग से ही सहज और सुखभाव बनाया जा सकता है।

- अतिभौतिकवाद, जिसने पश्चिमी देशों की सामाजिक व्यवस्था को खोखला बना दिया है अब हमारे देश में भी जड़ जमाने लगा है। स्वार्थपरता और भौतिक सुखों को प्राप्त करने की अंधी

दौड़ को योग साधना द्वारा प्रकाशवान पथ पर चलने से ही नियन्त्रित किया जा सकता है तथा एक सुखी और आनन्दमय समाज का निर्माण किया जा सकता है।

उपसंहार

परिवार बालक के सामाजीकरण करने का एक ऐसा साधन है, जहाँ उसके व्यक्तित्व की नींव रखी जाती है। योग शारीरिक, मानसिक, नैतिक, आध्यात्मिक ऊँचाइयों को छूने में भरसक सहायता प्रदान करता है, इसी प्रकार सामाजिक विकास हेतु योग की शिक्षा अति महत्त्वपूर्ण है। आज पिसती-कराहती और दैहिक तथा मानसिक व्याधियों से घिरी इस भौतिकवादी समाज को योग की शिक्षा अथवा योगमार्ग सभी ओर से काफी महत्त्वपूर्ण है। समाज में आयी नैतिक और मानवीय मूल्यों की गिरावट के संकट से उबारने का भी काम योग द्वारा ही सम्भव है। बालकों को प्रारम्भ से ही शरीर मन और आत्मा से सबल एवं कान्तिमय बनाकर उनकी शक्ति को समाज, देश एवं मानवोपयोगी बनाने की दृष्टि से विद्यालयी पाठ्यक्रम हेतु राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद् ने योग को एक विषय के रूप में स्वीकार कर महत्त्वपूर्ण कदम उठाया है, जो उदीयमान भारतीय समाज हेतु लाभप्रद सिद्ध होगा।

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स्रोत एवं संदर्भ सूची :

1. पातञ्जलयोगदर्शन, 1-2
2. शिक्षा के समाजशास्त्रीय आधार पृष्ठ-143

A Study of the Status of Digital Knowledge of Prospective Higher Secondary School Teachers in Dehradun District

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ABSTRACT

The study aimed to explore the digital knowledge of prospective higher secondary school teachers in Dehradun District, focusing on various demographic factors such as gender, locality, stream, and marital status. The research adopted a normative survey method and sought to analyze the level of digital knowledge in relation to these factors. The specific objectives of the study were: (1) to examine the digital knowledge of prospective teachers based on their gender, (2) to investigate the influence of locality (rural or urban) on digital knowledge, (3) to assess the digital knowledge based on academic stream (arts, science, commerce), and (4) to explore any differences in digital knowledge related to marital status. The study tested four null hypotheses, which suggested no significant differences in the digital knowledge of prospective teachers based on gender, locality, academic stream, and marital status. The findings revealed that there was no significant difference in the digital knowledge between male and female prospective teachers. Both groups exhibited similar levels of digital knowledge, indicating that gender did not influence digital competency in this context. However, a significant difference was found between rural and urban prospective teachers, with urban teachers exhibiting better digital knowledge. This disparity was attributed to factors such as limited access to digital resources, connectivity issues, power supply irregularities, and a lack of digital literacy training in rural areas. Regarding academic stream, the study found no significant difference in the digital knowledge of prospective teachers from the science, arts, and commerce streams. This similarity in digital knowledge across streams was attributed to factors like student interest, the role of teachers in fostering digital skills, and the increasing relevance of digital technology in education. Finally, the study concluded that marital status did not significantly impact the digital knowledge of prospective teachers, as both married and unmarried individuals exhibited similar levels of digital competency, driven by personal interest and the acquisition of digital skills. Overall, the findings suggest that while gender and marital status do not significantly affect digital knowledge, locality plays a critical role, with urban teachers having better access to digital resources and training than their rural counterparts.

Keywords: *Digital knowledge, Prospective teachers, Gender, Locality, Academic stream, Marital Status*

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A Study of the Status of Digital Knowledge of Prospective Higher Secondary School Teachers in Dehradun District

Knowledge and information are sometimes used interchangeably specially when associated with society: Knowledge is structured and enriched information integrated with an epistemological approach (Belisle, C., 2006).

Digital term almost universally refers to automated electronic machinery. It is a device for processing, storing, and displaying information at a very high speed to produce results that are meaningful to the user. Digital is basically a processor of information designed to build life trouble-free due to its speed, accuracy, ability to store large quantity of information and to carry out long and complex operation with and without human intervention. One reason for this development is the user-friendliness of computers. It is easy and comfortable to use.

Digital knowledge works as a tool. This tool will extract document features, contextual features and meta-data features (information about creation, date, author, type of document, origin, etc.). Using digital tools implies procedural competency, as these tools are characterized by their symbolic manipulation of information through procedures and representations (Belisle, C., 2006).

Digital literacy is a broader concept that is frequently increasing. It consists of developing new skills and knowledge which provides awareness and advanced level thinking skills. Therefore, it is essential to integrate digital literacy in educational core curriculum to appropriate utilization of digital (Singh, C. B., & Prasad, C. S., 2016).

A creative and enthusiastic teacher can incorporate the modern development of ICT in the classroom very successfully. Technology-based learning can be viewed as an innovative approach for delivering well designed, learner-centred, interactive and facilitated learning environment to anyone at anyplace, anytime by utilizing the attributes and resources of various digital technologies along with other forms of learning materials suited for open and distributed learning environment pg-18 (Kumar, P., 2017).With digital technology, which provides access through search engines but also information-processing tools data mining tools and knowledge discovery tools, the dominant cognitive activities solicited are information structuring, knowledge processing and construction of meaning pg-63 (Belisle, C., 2006).

Digital technology is a gift to educator and learner. But many educators understandably have fears about how, or even whether, to incorporate it into their teaching. Digital technologies are electronic equipment, systems, devices and resources that generate, store or process data. With planning and creativity of digital technology by educators it can be used to create meaningful learning experiences which will serve both students and instructors well. Technology has a key role to play as a powerful teaching tool.

The rapid increase in digital technology access and availability of information has in some way changed the nature of the school or college experience. Students today generally interact with academic, disciplinary information through electronic technology, most of it becoming more and more digital. However, their teachers interact with information for their professional experience or practice almost exclusively through print technology. Many teachers are still dictating to frustrated classes of youngsters their 'personal' version of some geography, history, biology or literature contents, while it has been possible for some time now to imagine that such text or data could be made available online, and that the teacher could spend their educational time teaching their students how to think about these contents

from a geography, historical, biological or literacy point of view. This change is not happening in most schools and universities. When evaluating tools are developed, the criteria and breathing techniques need to be presented explicitly in order to be used by the learners for attaining success. Not only do the evaluation procedures need then to be much more formatted than selective they can also be more adapted to the kind of knowledge and complete and aimed at, through the use of simulations and multimedia contexts (Belisle, C., 2006).

Digital devices associated with computers magnify its productivity and effectiveness in school. Too often ICT are thought of as involving computers only (Semenov, A., 2005).

Problem Entitled
'A study of Digital Knowledge of prospective higher secondary school teachers in Dehradun district'.

Rational of the study
It has been widely recognised that in corona duration, teaching and learning process was conducted through e-learning. The teaching and learning environment totally changed due to the pandemic worldwide. Hence there is a great need of this kind of study, as it would help to know the attitude of the prospective teachers towards e-learning. So, the present research work in this area will be quite informative, stimulating and promising.

REVIEW OF LITERATURE

Darby, J. (1992) studied 'the future of computers in teaching and learning (computers and education)'. This study reveals that the chief problems in using of computers in teaching and learning are not mainly technical but are of institution's structure and social in nature. Teachers did not want to form and use 'computer-adapted teaching and learning materials. The institution was lacking for designers of courseware, evaluation of existing courseware and its delivery reference to e-learning and its future.

Gaba, A. K., & Prakash, P. (2017) conducted a study on 'open education resources (OER) for skill development. In the study the researcher discussed the alternative strategy for providing vocational and skill training by using open education resources (OER).

Trakru, et al. (2019) observed 'the effectiveness of e-learning in higher education. Main objective of the study was to study the effectiveness of e-learning particularly in higher education institutions. The study focuses on evaluating the effectiveness of online learning primarily across gender, course and city. It was found that there is no significant difference in effectiveness of e-learning among students undertaking different courses.

Devi, G. P., Sornapudi, S. D., & Vijayalakshmi, M. (2020) investigated the aptitude and attitude of teachers towards digital teaching in India during Covid-19 lockdown. Objective of the study was to understand the aptitude and attitude of teachers in India towards digital teaching. It was found that teachers had good computer and app skills to begin with and had the right attitude as well in handling the online classes. A significant difference between the overall skills and attitude of the teachers was found.

Pribisev, T. &Vuckovic, S. (2000) focused on 'the teacher's attitude towards computers in education of young children.' The research was intended to know the attitudes of teacher

towards the use of computers in education of young children. The main objective of study was to know about the teacher's computers skills and teacher's ability on application of computers in the education. It was found that very limited in-service teachers are truly "computer savvy". The teachers don't perceive the potentials of using computer technology in their teaching, but are very eager and enthusiastic to advance at this track.

Pokhriyal, A. & Misra, K. (2000) studied an evaluative study of the effect of COVID- 19 Pandemic on e- learning achievements and educational environment of prospective higher secondary school teachers. Findings of the study show that most of the students acknowledged classroom teaching better than online teaching. The economic condition affected and it affects the learning environment. It was found that zoom and Google meet have been popular platforms among the students. Traditional classroom teaching has been the first choice among the students but sometimes they prefer online teaching. Blended learning has also been the concept of National Education Policy, 2020.

CS, G. (2021) found teacher's attitude towards online. Objective of the study was to study the attitude of teachers towards online teaching on the basis of secondary and primary school teachers, on the basis of gender, locality, teaching experience and teaching subject. Results showed that male teachers develop a more favourable attitude toward online teaching than female teachers. Urban teachers show more interest towards online teaching than the rural teachers. It was found that more experienced teachers show less interest in online teaching than less experienced teachers.

Objectives of the study
The study envisaged the following objectives.
1. To study the digital knowledge of prospective higher secondary teachers towards their gender (male/ female).
2. To investigate the digital knowledge of prospective higher secondary teachers towards their locality (rural/ urban).
3. To know the digital knowledge of prospective higher secondary teachers towards their stream (art/ science/ commerce).
4. To analyse the digital knowledge of prospective higher secondary teachers towards their marital status (married/unmarried).

Hypotheses
In order to realise the above objectives of the present study following null hypotheses were framed by the researcher.
1. There exists no significant difference between the digital knowledge of prospective higher secondary teachers towards their gender.
2. There exists no significant difference between the digital knowledge of prospective higher secondary teachers towards their locality.
3. There exists no significant difference between the digital knowledge of prospective higher secondary teachers towards their stream.
4. There exists no significant difference between the digital knowledge of prospective higher secondary teachers towards their marital status.

METHODOLOGY

According to the nature and objectives of the present study, a normative survey method was adopted. Normative research studies are designed to obtain pertinent and precise information concerning the current status of the phenomena and whenever possible to draw conclusions from the facts discovered. Primary data has been taken for this purpose.

Population

Population in the present study included all the prospective higher secondary school teachers studying in the different colleges situated in Dehradun district was considered the population of the present study.

Sample

For the same purpose a sample of 263 prospective higher secondary school teachers were taken from 2 blocks (rural/urban) of Dehradun district by using purposive sampling technique.

Sample has been taken in the following way.

Table 1: Sample of prospective higher secondary school teachers

Location	Colleges	Boys	Girls
Rural	Dronacharya college of Education, Dehradun	07	33
	Shree Dev Bhoomi College of Education, Dehradun	13	45
Urban	Uttaranchal College of Education, Dehradun	12	57
	Tanishk College of Education, Dehradun	65	31
	Total	**263**	

Research instruments

In the present study the researcher administered a standardized tool. The scale i.e., Computer Knowledge Test developed by Raghu Ananthula and Mahendra Reddy Sarsani.

Statistical Technique

Statistical technique employed for the data analysis was mean, standard deviation and t- test was found appropriate for the analysis of the data.

ANALYSIS & INTERPRETATION OF DATA

Table 2: Location wise number of male and female prospective teachers

Location	Colleges	Male	Female
Rural	Dronacharya college of Education, Dehradun	7	33
	Shree Dev Bhoomi College of Education, Dehradun	13	45
Urban	Uttaranchal College of Education, Dehradun	12	57
	Tanishk College of Education, Dehradun	65	31
	Total	263	

H0.1: There exists no significant difference between the digital knowledge of prospective higher secondary teachers towards their gender.

Table 3: Digital Knowledge of Prospective Higher Secondary Teachers towards their Gender

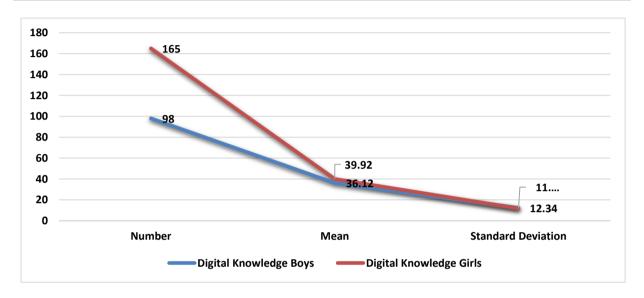| Variable	Prospective Higher Secondary Teachers	Number	Mean	Standard Deviation	t-Value	Level of Significance
Digital Knowledge	**Male**	98	36.12	12.34	0.014	0.05
	Female	165	39.92	11.76		**Not Significant**

Fig. 1

It is evident from table 3 and fig 1 that mean and standard deviation of the digital knowledge of male prospective higher secondary teachers is 36.12 and 12.34 and female prospective higher secondary teachers mean and standard deviation is 39.92 and 11.76 respectively. Standard deviation of male teachers is found more than female teachers. Calculated value i.e., 0.014 is less than table value (0.014 < 1.97). Therefore, the hypothesis is accepted at 0.05 level of confidence. It means digital knowledge of male and female prospective higher secondary teachers was almost similar.

H0.2: There exists no significant difference between the digital knowledge of prospective higher secondary teachers towards their locality.

Table 4: Digital Knowledge of Prospective Higher Secondary Teachers towards their Locality

Variable	Prospective Higher Secondary Teachers	Number	Mean	Standard Deviation	t-Value	Level of Significance
Digital Knowledge	**Rural**	97	31.78	10.57	2.55	0.05
	Urban	166	42.56	11.14		
						Significant

A Study of the Status of Digital Knowledge of Prospective Higher Secondary School Teachers in Dehradun District
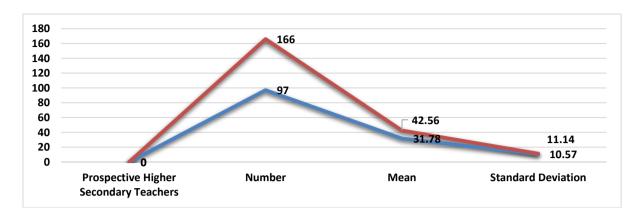

Fig. 2

Table 4 and fig 2 show that mean and standard deviation of the digital knowledge of male and female prospective higher secondary teachers of rural area is31.78 and10.57and mean and standard deviation of the digital knowledge of male and female prospective higher secondary teachers of urban area is 42.56 and 11.14 respectively. Standard deviation of rural teachers is found less than urban teachers. Calculated value i.e., 2.55 is more than table value (1.97 < 2.55). Therefore, the hypothesis is rejected on 0.05 level of confidence. It means digital knowledge of male and female prospective higher secondary teachers of rural and urban areas is varying due to locality. There may be so many reasons behind lack of digital knowledge among rural prospective higher secondary teachers such as-connectivity, electricity and digital incompetency.

H0.3: There exists no significant difference between the digital knowledge of prospective higher secondary teachers towards their stream.

Table 5: Digital Knowledge of Prospective Higher Secondary Teachers towards their Stream

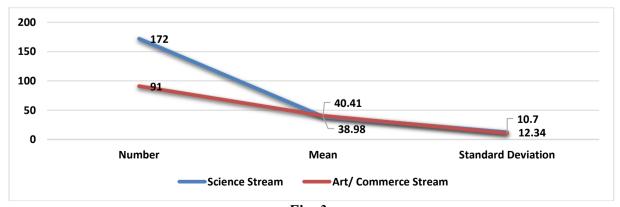| Variable	Prospective Higher Secondary Teachers	Number	Mean	Standard Deviation	t-Value	Level of Significance
Digital Knowledge	Science Stream	172	38.98	12.34	0.426	0.05
	Art/ Commerce Stream	91	40.41	10.7		**Not Significant**

Fig. 3

It may be observed from table 5 and fig 3 that mean and standard deviation of the digital knowledge of male and female prospective higher secondary teachers of science stream is 38.98 and 12.34 and mean and standard deviation of male and female prospective higher secondary teachers of art/ commerce stream is 40.41 and 10.70 respectively. Standard deviation of male and female prospective teachers of science stream is found more than male and female prospective teachers of art/ commerce stream. Calculated value i.e., 0.426 is less than table value (0.426 < 1.97). Therefore, the hypothesis is accepted at 0.05 level of confidence. It means digital knowledge of male and female prospective higher secondary teachers of science and art/ commerce stream is almost similar.

H0.4: There exists no significant difference between the digital knowledge of prospective higher secondary teachers towards their marital status.

Table 6: Digital Knowledge of Prospective Higher Secondary Teachers towards their marital status

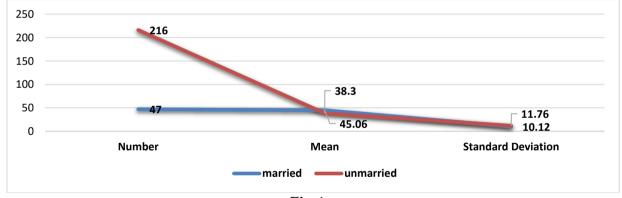| Variable	Prospective Higher Secondary Teachers	Number	Mean	Standard Deviation	t-Value	Level of Significance
	married	47	45.06	10.12	0.0029	0.05
Digital Knowledge	unmarried	216	38.3	11.76		**Not Significant**

Fig.4

It may be observed from table 6 and fig 4 that mean and standard deviation of the digital knowledge of married male and female prospective higher secondary teachers is 45.06 and 10.12and mean and standard deviation of male and female unmarried prospective higher secondary teachers 38.30 and 11.76 respectively. Standard deviation of married and unmarried male and female prospective teachers was found similar. Calculated value i.e., 0.0029 is less than table value (0.0029 < 1.97). Therefore, the hypothesis is accepted at 0.05 level of confidence. There was no significant difference found between male and female married and unmarried prospective higher secondary teachers.

Findings of the study
The present study reveals the following findings.
- Digital knowledge of male and female prospective higher secondary school teachers was found almost similar.

- There was found significant difference between rural and urban prospective higher secondary school teachers towards their digital knowledge. The difference may be due to digital incompetency, connectivity, electricity, lack of interest towards digital knowledge and absence of favourable environment etc.
- Digital knowledge of male and female prospective higher secondary school teachers of science and art/ commerce stream found almost similar. It may be due to their interest, positive environment, healthy competition, role of teachers and need and importance of time.
- Digital knowledge of married and unmarried male and female prospective higher secondary school teachers was found similar. It may be due to their interest and acquired skill.

CONCLUSION

In conclusion, the study reveals several important insights about the digital knowledge of prospective higher secondary school teachers across various demographic and socio-cultural factors. Firstly, the digital knowledge of male and female prospective teachers was found to be almost identical. This indicates that gender does not play a significant role in the development or acquisition of digital competencies among teachers, which may reflect equal access to training and resources for both genders, as well as similar levels of interest and engagement in digital learning. However, a significant difference was found between rural and urban prospective teachers, with urban teachers displaying higher levels of digital knowledge. This disparity can likely be attributed to factors such as better access to technology, stable electricity supply, improved internet connectivity, and a more conducive learning environment in urban areas. In contrast, rural teachers may face challenges like digital illiteracy, insufficient infrastructure, and lack of interest in digital tools due to limited exposure, which affect their ability to acquire digital knowledge. When comparing digital knowledge between science and arts/commerce stream teachers, the study found no significant difference. This suggests that the interest and engagement in digital tools among teachers from both streams are largely influenced by their work environment, competition, and the increasing importance of digital skills in education, rather than the subject they teach. Teachers from both streams recognize the need for digital knowledge to enhance their teaching methodologies.

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प्रमाणित किया जाता है कि संलग्न प्रति में वर्णित डिजाइन जो *AI BASED INTERACTIVE DIGITAL DISPLAY UNIT FOR TEACHING AND LEARNING* से संबंधित है, का पंजीकरण, श्रेणी 14-02 में 1.Dr. Santosh Kumar Singh 2. Dr. Ganesh Kumar Wadhwani 3.Dr. Pankaj Kumar Varshney 4.Dr. Rajeev Kumar 5.Ms. Komal Sharma 6.Dr. Rashmi Jha 7.Dr. Manzoor Ansari 8.Ms. Aditi Aggarwal 9.Ms Nidhi Ruhil के नाम में उपर्युक्त संख्या और तारीख में कर लिया गया है।

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