

# **National Education Policy 2020 and Its Implementation with Special Reference to Uttarakhand**

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## **Abstract**

The National Education Policy (NEP) 2020 marks a historic shift in India's educational landscape, emphasizing foundational literacy, holistic development, and flexible, multidisciplinary learning. This paper explores the core features of NEP 2020, evaluates its implementation across India with special reference to Uttarakhand and conducts a focused analysis of how the policy has been adopted and adapted within Uttarakhand. The study examines policy objectives, infrastructural challenges, socio-economic factors, and the role of state government initiatives in ensuring NEP 2020's effective realization at the ground level.

**Keywords:** Multidisciplinary, competency-based education digital literacy, inclusive and equitable education

## **Introduction**

The NEP 2020, approved by the Union Cabinet in July 2020, aims to overhaul India's education system to make it more inclusive, flexible, and aligned with 21st-century skills. It advocates a holistic educational approach, emphasizing early childhood care and education (ECCE), lacks of multilingual learning, and significant reforms in school and higher education sectors.

Uttarakhand, a Himalayan state known for its diverse geography, tribal populations, and unique cultural identity, presents both opportunities and challenges in implementing NEP 2020. This paper investigates the alignment of NEP objectives with Uttarakhand's socio-cultural context and analyzes the state's efforts and hurdles in execution. Uttarakhand, like other states in India, is in the process of implementing the National Education Policy (NEP) 2020, aiming to transform its education system from school to higher education levels. The implementation is a gradual and ongoing process, focusing on aligning state policies and practices with the national framework while addressing its unique geographical and socio-economic context.

## **Key Aspects of NEP 2020**

### **(a) Shift from Rote Learning to Experiential, Competency-Based Education:**

The shift from rote learning to experiential, competency-based education represents a fundamental transformation in the way students acquire knowledge and skills.

1. **Rote Learning:** Traditionally, education across many systems has emphasized memorization and repetition of information to pass exams. While it may facilitate quick recall of facts, rote learning often fails to develop critical thinking, problem-solving skills, or deep understanding of concepts. This approach can lead to passive learning, where students are disengaged and unable to apply knowledge in real-world situations.
2. **Experiential Education:** In contrast, experiential learning involves active participation and hands-on engagement with subjects. Students learn by doing—through experiments, projects, field visits, and real-life problem-solving tasks. This approach fosters curiosity, creativity, and a deeper understanding of concepts, alongside practical skills.
3. **Competency-Based Education (CBE):** CBE focuses on developing specific skills and competencies necessary for personal and professional success. Instead of merely acquiring theoretical knowledge, students demonstrate their mastery through assessments aligned with real-world tasks. It emphasizes critical thinking, communication, collaboration, and problem-solving abilities.
4. **Significance of the Transition:** The shift from rote learning to experiential and competency-based education (CBE) holds a central place in the transformative vision of NEP 2020, making it a pivotal element in the reform of India's education system. This transition signifies a move towards holistic development, fostering critical skills and lifelong learning abilities essential in the 21st-century global context.

**(b) Promotes Meaningful Learning Over Memorization**

The National Education Policy (NEP) 2020 emphasizes a shift from rote memorization to meaningful, experiential, and conceptual learning. It seeks to nurture critical thinking, creativity, problem-solving, and application-based understanding among students. By focusing on competency-based education, multidisciplinary approaches, and foundational literacy and numeracy, the NEP encourages learners to connect knowledge with real-life contexts.

Examinations under NEP are also being reformed to assess higher-order thinking rather than the ability to recall facts. Through activity-based learning, project work, and integration of Indian knowledge systems, the policy promotes deep understanding, curiosity, and lifelong learning—ensuring education is not just about passing exams but truly understanding and applying knowledge.

**(c) Prepares Students for Life and Work by Focusing on Skills Needed in Modern Society:**

The National Education Policy (NEP) 2020 aims to equip students with essential 21st-century skills to thrive in a rapidly changing world. It emphasizes the development of critical thinking, communication, collaboration, digital literacy, problem-solving, and adaptability—skills vital for success in both personal and professional life.

By integrating vocational education from an early stage, promoting hands-on learning, and encouraging creativity and innovation, NEP bridges the gap between education and employability. The policy also highlights flexibility in subject choices and multidisciplinary learning, preparing students to meet the diverse demands of the modern workforce and become responsible, capable citizens.

**(d) Enhanced Engagement and Motivation through Relevant and Interactive Learning:**

When learning becomes more relevant to students' lives, interests, and future goals, and when it incorporates interactive elements, it significantly boosts both engagement and motivation. Relevance helps students see the "why" behind what they are learning, making the material more meaningful and personally important rather than abstract or disconnected. Interactive methods, such as hands-on

activities, discussions, problem-solving, and digital tools, shift learning from passive reception to active participation.

This combination captures students' attention, taps into their curiosity, and encourages deeper cognitive processing. As students become more involved and find value in the learning process, their intrinsic motivation increases. They are more likely to persist through challenges, explore topics further, and take ownership of their learning journey, leading to a more positive and effective educational experience.

#### **(e) Supports Inclusive Education by Catering to Diverse Learning Styles:**

Acknowledging and catering to diverse learning styles is fundamental to creating an inclusive education environment. Students possess unique ways of processing information – some learn best visually, others auditory, kinaesthetically (through movement), or through reading/writing.

Educational approaches that recognize these differences and offer varied methods of instruction, content delivery, and assessment support all learners. This flexibility ensures that students with different strengths, needs, and backgrounds can access and engage with the curriculum effectively. By providing multiple pathways to understanding, such strategies prevent any single learning style from being disadvantaged, thereby fostering equity, engagement, and success for a wider range of students within the same learning space. This adaptability is a cornerstone of true inclusive education.

This shift is a core component, encouraging curricula that promote critical thinking, creativity, and experiential learning methodologies. Implementation involves innovative teaching strategies, updated assessment systems, and an emphasis on practical skills, aligning education with the demands of 21st-century life and work.

So, transitioning from rote learning to experiential, competency-based education aims to nurture well-rounded individuals capable of adapting and thriving in a complex, dynamic world.

#### **Core Features of NEP 2020**

1. Universal Access & Equity: Focus on reaching underserved communities.
2. Early Childhood Education: Introduction of foundational ECCE.
3. Curriculum and Pedagogy: Competency-based, flexible curriculum.
4. Multilingualism: Promotion of mother tongue/regional language instruction.
5. Higher Education: Establishment of Multidisciplinary Universities, credit transfer systems, encouraging universities and colleges to move away from single-stream disciplines towards a more integrated and diverse curriculum.
6. Teacher Recruitment & Training: Emphasis on continuous professional development.
7. Technology Integration: Digital infrastructure for e-learning.
8. Flexible Academic Structure: Introducing a 4-year undergraduate program with multiple exit options (Diploma after 2 years, Bachelor's after 3 years, Bachelor's with Research after 4 years).
9. Focus on Research and Innovation: Promoting research activities and creating innovation hubs in institutions.
10. Institutional Reforms: Focusing on the restructuring and consolidation of higher education institutions for better quality and governance.

#### **Implementation Strategies of NEP 2020**

The Ministry of Education initiated multiple steps, including:

1. State-specific action plans.

2. Capacity building programs for teachers.
3. Infrastructure investments.
4. Establishment of new institutions and reforms at the university level.
5. Financial allocations and schemes to promote inclusive education.

### **Focus on Uttarakhand**

Focusing on Uttarakhand in Socio-economic and Cultural Context, Uttarakhand is characterized by:

- Dense Himalayan terrain impacting infrastructure.
- Tribal populations with distinct linguistic identities.
- Reliance on agriculture, tourism, and forestry.
- Challenges in providing equitable quality education across remote and mountainous regions.

Existing Educational Infrastructure:

- Schools primarily rural and tribal.
- Limited digital penetration.
- Shortage of trained teachers, especially in remote areas.

**Policy-specific Initiatives in Uttarakhand:** Following policy initiatives are being taken by the state government and other stake holders:

#### **1. Establishment of Multi-Disciplinary Institutions in Uttarakhand:**

In alignment with the goals of the National Education Policy (NEP) 2020, the Government of Uttarakhand is actively promoting the establishment of multi-disciplinary institutions to enhance the quality and scope of higher education. These institutions aim to break rigid boundaries between streams like science, arts, commerce, and vocational studies, allowing students to pursue diverse combinations of subjects based on their interests and career goals.

The focus is on holistic and flexible education, fostering creativity, innovation, and practical skills. Multi-disciplinary universities and colleges will also emphasize research, technology integration, and community engagement, making education more relevant to local needs and global standards. This initiative is expected to strengthen the academic ecosystem in Uttarakhand, improve student outcomes, and contribute to the socio-economic development of the region.

#### **2. Introduction of Mother Tongue-Based Education Aligning with NEP Principles :**

The National Education Policy (NEP) 2020 emphasizes the importance of mother tongue or regional language as the medium of instruction, especially at the foundational and primary levels of education. This approach enhances comprehension, emotional connection, and cognitive development in young learners.

In Uttarakhand, this principle is being actively encouraged by integrating local languages such as Garhwali, Kumauni, and Jaunsari into the early education system. Efforts are being made to develop teaching materials, textbooks, and teacher training programs in these regional languages. By respecting linguistic diversity and cultural heritage, mother tongue-based education in Uttarakhand not only aligns with NEP's vision but also promotes inclusivity, reduces dropout rates, and strengthens the learner's foundation for future academic and professional success.

#### **3. Digital initiatives like e-learning platforms tailored to local needs:**

Uttarakhand has embraced NEP-aligned digital learning initiatives tailored to its unique geography, languages, and community needs, which details is given below:

### 1. e-Granthalaya Digital Library

The state has digitally connected 115 higher education institutions via NIC's **e-Granthalaya** portal. This gives approximately 190,000 students and faculty online access to textbooks, research papers, and multimedia content—fostering self-paced learning and research capabilities ([schooleducation.uk.gov.in](http://schooleducation.uk.gov.in), [government.economictimes.indiatimes.com](http://government.economictimes.indiatimes.com)).

### 2. SCERT's ICT-Based Teacher Training

SCERT Uttarakhand launched an **E-Learning Centre/ICT Lab** offering Hindi-medium MOOCs training. Equipped with 50 smart workstations and high-speed internet, it empowers teachers to integrate digital tools into classrooms—making education more interactive and modern ([scertuk.blogspot.com](http://scertuk.blogspot.com)).

### 3. “Sampark Didi/Baithak” Virtual Classes

To bridge digital access gaps, especially in remote areas, the state adopted the **Sampark Didi app** and “Sampark Baithak” platform during COVID-19. These offer live and recorded lessons in Hindi and English, enabling student–teacher interaction and doubt resolution ([en.wikipedia.org](http://en.wikipedia.org)).

### 4. Smart Classes via iPrep Digital Class

NGOs collaborating with the state have deployed **iPrep smart classroom** solutions in remote districts like Tehri, Almora, and Udham Singh Nagar. These provide interactive, offline-aligned lessons (K–12) in Hindi and English, enhancing engagement and boosting attendance ([idreameducation.org](http://idreameducation.org)).

### 5. “Smart Schools – Smart Blocks” with Sampark Foundation

In Champawat district, Uttarakhand launched the **Smart Schools Smart Blocks** program via Sampark Foundation. It equips classrooms—especially in remote blocks—with interactive video lessons, smart TVs, activity kits, and teacher training, covering over 5,400 students across 137 schools ([drishtias.com](http://drishtias.com)).

### 6. Continued Learning Access Project (CLAP)

SCERT's **CLAP initiative** aims to reduce digital divides by providing digital literacy and connectivity to students in underserved regions, ensuring sustained access to remote learning ([scertuk.blogspot.com](http://scertuk.blogspot.com)).

### 7. E-Governance via Samarth Portal

The **Samarth** portal centralizes administrative and academic updates—exam info, study modules, faculty training—supporting transparency and aiding NEP implementation ([idreameducation.org](http://idreameducation.org)).

Together, these initiatives reflect Uttarakhand's commitment to NEP's vision of **equitable, digitally-enabled, and community-relevant education**, particularly for its remote and culturally rich regions.

### Special schemes for tribal and girl students:

Below is given a refined overview of **special schemes in Uttarakhand for tribal and girl students**, aligning with NEP principles of inclusion, equity, and skill enhancement:

#### 1. Tribal-Focused Education & Support

- **Government Ashram-Based Schools & Hostels:** Uttarakhand runs multiple residential ashram schools in tribal-populated regions (e.g., Chamoli, Chakrata, Pithoragarh). These offer free education, meals, and boarding to ST students from classes 1–10 ([theindianiris.com](http://theindianiris.com)). Four tribal hostels (in Gopeshwar, Dharchula, Kashipur, Khatima) support around 200 students with free accommodation and food ([theindianiris.com](http://theindianiris.com)).
- **Eklavya Model Residential Schools (EMRS):** Under the central EMRS scheme, Uttarakhand is establishing tribal residential schools delivering quality CBSE education to ST students, especially in remote areas ([en.wikipedia.org](http://en.wikipedia.org)).



- **Tribal ITI and Competitive Exam Coaching:** Three ITIs (in Dehradun & Udham Singh Nagar districts) offer vocational training (welder, electrician, diesel mechanic) with free boarding. Additionally, ST youth receive monthly stipends (₹750–₹1,500) during coaching for competitive exams ([theindianiris.com](http://theindianiris.com)).
- **Financial Aid: Medical & Marriage Assistance:** Eligible ST families below poverty line receive ₹10,000 for medical needs and ₹50,000 for daughters' marriage expenses ([theindianiris.com](http://theindianiris.com)).

## 2. Schemes for Girl Students

- **Balika Shiksha Protsahan Yojana (Girls' Education Incentive):** Introduced in 2024, this scheme provides ₹2,850 via DBT for class 9 girl students to buy bicycles—benefiting around 50,000 girls across 13 districts—helping overcome distance-related barriers ([pmgovtscheme.com](http://pmgovtscheme.com)).
- **Gaura Devi Kanya Dhan Yojana:** On passing Class 12 (intermediate), girls from general category families below specified income limits receive ₹50,000 in NSC as an education endowment ([uttarakhand.pscnotes.com](http://uttarakhand.pscnotes.com)).
- **Kasturba Gandhi Balika Vidyalaya (KGBV):** Establishes residential schools for disadvantaged girls (SC/ST/OBC/minorities/BPL) in educationally backward areas. Uttarakhand runs 39 such schools, offering education, boarding, nutrition, and extracurricular training ([en.wikipedia.org](http://en.wikipedia.org)).
- **Kishori Shakti Yojana (Adolescent Girls' Empowerment):** Through the ICDS network, adolescent girls aged 11–18 receive life skills, health, nutrition education, and vocational training via Balika Mandals aimed at holistic development ([uttarakhand.pscnotes.com](http://uttarakhand.pscnotes.com)).

## Impact & Alignment with NEP

These schemes demonstrate Uttarakhand's commitment to NEP's equity-focused vision by:

- **Reducing barriers** to education—financial, geographic, or social.
- **Enhancing capacity** through residential support, incentives (e.g., bicycles), and scholarships.
- **Empowering ST and girl students** with skills, life education, and vocational preparedness.
- **Promoting long-term participation** in school and personal development.

Together, these initiatives are creating a more inclusive, skilled, and empowered generation—especially empowering tribal youth and girls in the state's diverse terrain.

## Challenges in Implementing NEP 2020 in Uttarakhand

### Geographical Barriers Complicate Infrastructure Development:

Uttarakhand's unique mountainous terrain and scattered rural settlements pose significant challenges to the effective implementation of the National Education Policy (NEP) 2020. The difficult topography hampers the construction and maintenance of educational infrastructure such as schools, libraries, laboratories, and digital classrooms, especially in remote and high-altitude regions.

Transport and connectivity issues often delay the delivery of learning materials and hinder regular teacher postings. Limited internet access in hilly areas further affects the rollout of e-learning platforms and digital education initiatives envisioned under NEP. Seasonal weather disruptions like landslides and heavy snowfall can isolate communities, disrupting school operations.

To overcome these challenges, region-specific strategies such as mobile schools, satellite-based education, localized teacher training, and community-supported learning models are essential. Without addressing these geographical constraints, the vision of inclusive and equitable education under NEP may remain incomplete in many parts of Uttarakhand.

**Linguistic Diversity Demands Tailored Multilingual Approaches:**

Uttarakhand is home to rich linguistic diversity, with regional languages such as **Garhwali, Kumauni, and Jaunsari** spoken across its mountainous regions. This diversity presents both an opportunity and a challenge for implementing the National Education Policy (NEP) 2020, which emphasizes **mother tongue and multilingual education**, especially in early childhood and primary stages.

To ensure meaningful learning and cultural inclusion, educational content must be adapted to reflect local languages and contexts. A one-size-fits-all approach can alienate learners from tribal and rural areas, leading to reduced engagement and higher dropout rates. Tailored multilingual strategies—such as developing textbooks, digital content, and teacher training programs in local languages—can significantly enhance comprehension, confidence, and retention.

Promoting local languages alongside Hindi and English not only aligns with NEP's vision of equitable and inclusive education but also helps preserve Uttarakhand's rich linguistic and cultural heritage. Strategic collaboration with local educators, linguists, and communities is vital for the successful implementation of such multilingual education frameworks.

**Limited trained human resources:**

Uttarakhand, despite its significant potential in sectors like tourism, horticulture, agriculture, and renewable energy, faces a persistent challenge in the form of limited availability of trained human resources. This constraint acts as a significant bottleneck for the state's overall development and economic diversification.

Several factors contribute to this situation:

1. **Brain Drain:** A large number of educated and skilled youth migrate to more developed states or urban centers in search of better employment opportunities and higher salaries. This outflow depletes the state of its potential talent pool.
2. **Skill Mismatch:** The education and vocational training systems in the state may not always align with the specific skill requirements demanded by emerging industries and local enterprises. There's often a gap between academic qualifications and practical, job-ready skills.
3. **Limited Higher Education & Specialized Training Institutions:** While the state has made progress, the number and diversity of high-quality institutions offering specialized training, particularly in niche areas relevant to Uttarakhand's potential (like ecotourism management, organic farming techniques, Himalayan medicine, hydropower technology, etc.) remain limited compared to the demand.
4. **Attraction of Traditional Sectors:** A significant portion of the workforce remains engaged in traditional agriculture and allied activities, which may not require or utilize specialized, formal training. While valuable, this limits the pool available for newer, skill-intensive sectors.
5. **Geographical and Logistical Challenges:** The state's mountainous terrain can make setting up and accessing quality training centers difficult, especially in remote areas.

The shortage of trained human resources hinders:

- Industrial growth and investment attraction.
- The quality and scalability of tourism and hospitality services.
- The adoption of modern agricultural and horticultural practices.
- The development of the state's IT and other service sectors.
- Overall employment generation, particularly in skilled jobs.

Efforts are needed to:

- \* Strengthen vocational training institutes and align their curricula with industry needs.
- \* Develop specialized training programs relevant to Uttarakhand's unique sectors.
- \* Create more attractive local employment opportunities to stem the brain drain.
- \* Promote entrepreneurship and skill development initiatives.
- \* Foster public-private partnerships in education and training.

In conclusion, building a robust pipeline of trained human resources is crucial for Uttarakhand to fully realize its developmental potential and achieve sustainable economic growth. Addressing the current limitations requires a multi-pronged approach involving the government, educational institutions, and the private sector.

### **Economic Constraints Affecting Technology Deployment in Uttarakhand:**

Uttarakhand faces several economic constraints that hinder the widespread and effective deployment of technologies across various sectors. These limitations often stem from the state's developmental challenges and unique geographical context:

1. **High Initial Costs:** Acquiring, installing, and setting up modern technology (especially in infrastructure, manufacturing, or advanced agriculture) requires significant upfront investment, which can be prohibitive for the state government, small businesses, and even farmers with limited financial resources.
2. **Infrastructure Deficiencies:** While improving, inadequate physical infrastructure (reliable power supply, robust road networks, especially in hilly areas, and consistent internet connectivity) acts as a major barrier to deploying and maintaining technology effectively.
3. **Limited Financial Resources:** As a state with its own specific developmental challenges, Uttarakhand may have constrained budgets, limiting public investment in large-scale technology adoption initiatives or subsidies for private sector uptake.
4. **Lower Affordability:** Households and small enterprises often have lower disposable incomes, reducing their capacity to invest in technology for productivity gains or improved quality of life.
5. **Maintenance and Operation Costs:** Beyond the initial purchase, the ongoing costs of maintaining, repairing, and upgrading technology can be a significant burden, particularly in remote or difficult-to-access areas where specialized technical support may be scarce and expensive.
6. **Attraction of Investment:** Economic constraints can make the state seem less attractive for private technology investment compared to more developed regions, further limiting the inflow of capital needed for technological advancement.

These economic hurdles slow down the pace of technological modernization, impacting sectors like agriculture, industry, healthcare, and education, thereby affecting overall economic growth and development in the state.

### **Cultural Resistance and Awareness Issues**

The implementation of the National Education Policy (NEP) 2020 in Uttarakhand faces certain cultural resistance and awareness challenges that stem from the state's unique socio-cultural fabric.

#### **Cultural Resistance:**

**Language Concerns:** While NEP promotes the mother tongue/local language, there are potential anxieties among some communities about the long-term emphasis on English, fearing it might



marginalize local languages like Garhwali and Kumaoni, which are deeply intertwined with the region's identity.

**Traditional Values vs. Modern Pedagogy:** Certain pedagogical shifts towards critical thinking, experiential learning, or even co-educational environments (in more conservative pockets) might face resistance from segments of society more accustomed to traditional teaching methods or values.

**Community Involvement:** Gaining buy-in from local communities, parents, and even teachers who are accustomed to existing systems can be challenging when introducing significant changes, especially if the cultural relevance or perceived value isn't immediately clear.

### Awareness Issues:

**Lack of Understanding:** A significant portion of parents, students, teachers, and sometimes even administrators may lack clear information about the specifics, goals, and expected changes brought by NEP 2020. This can lead to confusion, skepticism, or resistance simply due to unfamiliarity.

**Communication Gaps:** Effectively communicating the nuances of a complex policy like NEP across diverse geographical areas (including remote hills) and varied socio-economic groups is a major challenge. Information might not reach all stakeholders adequately or in accessible formats.

**Misconceptions:** Without adequate awareness campaigns, misconceptions about the policy's implications (e.g., regarding language, curriculum load, examination patterns) can easily spread and create opposition.

Addressing these cultural sensitivities and ensuring widespread, clear awareness through culturally appropriate communication channels is crucial for the smooth and effective implementation of NEP in Uttarakhand, ensuring the reforms are accepted and benefit the entire community.

### Opportunities and Recommendations

- Leveraging Himalayan tourism for educational tourism and research.
- Promoting local languages and indigenous knowledge systems.
- Strengthening community and parental engagement.
- Utilizing government schemes like Sarva Shiksha Abhiyan (SSA) and Samagra Shiksha for targeted interventions.
- Harnessing digital technology, including mobile learning, suited for remote areas.
- Building sustainable infrastructure through public-private partnerships.

### Conclusion

While NEP 2020 offers a visionary path towards holistic, inclusive, and flexible education, its effective implementation in Uttarakhand requires tailored strategies addressing geographical, linguistic, and socio-economic challenges. Strengthful coordination between central and state governments, community participation, and infrastructural investment are imperative for achieving NEP's objectives. Uttarakhand has initiated several steps towards NEP implementation, including formulating state action plans, conducting awareness programs, and starting reforms in specific areas like FLN and teacher training. However, it is an extensive and long-term process requiring sustained political will, adequate funding, and continuous effort to overcome challenges and realize the vision of the NEP across the state's diverse educational landscape.

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