

NATIONAL EDUCATION POLICY 2020 AND EDUCATION FOR ALL

Editor : Dr. SACHIN J. SAKHARE



 **NIRALI**
PRAKASHAN
ADVANCEMENT OF KNOWLEDGE

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Price ₹ 235.00

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भारतीय ज्ञान प्रणाळी

(निवडक लेख)

संपादन : प्रा. विनायककुमार पाईकराय



ज्ञान प्रणाळी

यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक

प्रॉफ. मधुमालिनी पाटील
हैमोना संस्मार्थ मेर प्रत

नमो भगवते वासुदेवाय

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(निवडक लेख)

संपादन : विजयकुमार पाईकराव
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Indian Knowledge System

Prof. Mrunalini Shailesh Patil

Kantilal Khinwasara B.Ed. College, Thergaon, Pune 41

The Indian Knowledge System is a rich and diverse collection of knowledge, traditions, and practices that have evolved over thousands of years in the Indian subcontinent. It encompasses various fields such as philosophy, science, mathematics, medicine, arts, and spirituality.

One of the key aspects of the Indian Knowledge System is its emphasis on holistic understanding and interconnectedness. It recognizes the interplay between the physical, mental, and spiritual dimensions of human existence. This holistic approach is evident in disciplines such as Ayurveda, which focuses on maintaining balance and harmony in the body, mind, and spirit.

Indian philosophy has made significant contributions to the understanding of the nature of reality, consciousness, and the self. Schools of thought such as Vedanta, Yoga, and Buddhism have explored profound questions about the nature of existence and the path to liberation or enlightenment.

In the field of science and mathematics, ancient Indian scholars made remarkable discoveries and advancements. The concept of zero and the decimal system, which are fundamental to modern mathematics, originated in ancient India. Scholars like Aryabhata and Brahmagupta made significant contributions to astronomy and trigonometry.

The Indian Knowledge System also encompasses a rich artistic and cultural heritage. Indian classical music, dance forms like Bharatanatyam and Kathak, and traditional crafts like pottery and weaving have been passed down through generations, preserving the cultural identity of the country.

Spirituality is deeply ingrained in the Indian Knowledge System, with various paths and practices aimed at self-realization and attaining higher states of consciousness. Yoga and meditation techniques have gained global recognition for their benefits in promoting physical and mental well-being.

It is important to note that the Indian Knowledge System is not static but continues to evolve and adapt to the changing times. Modern scholars and practitioners are building upon the ancient wisdom, integrating it with contemporary knowledge and technology.

Features of Indian Knowledge System

The Indian Knowledge System is characterized by several distinctive features:

1. **Holistic Approach:** The Indian Knowledge System emphasizes a holistic understanding of the world, recognizing the interconnectedness of various aspects of life, including the physical, mental, and spiritual dimensions.
2. **Interdisciplinary Nature:** It encompasses a wide range of disciplines, including philosophy, science, mathematics, medicine, arts, and spirituality. These disciplines are often interconnected, with insights from one field influencing and enriching others.
3. **Ancient Wisdom:** The Indian Knowledge System draws upon ancient texts, scriptures, and oral traditions that have been passed down through generations. It values the wisdom accumulated over thousands of years and seeks to preserve and transmit this knowledge to future generations.
4. **Spiritual and Philosophical Depth:** Indian philosophy delves into profound questions about the nature of reality, consciousness, and the self. It offers various paths and practices

for spiritual growth, self-realization, and attaining higher states of consciousness.

5. **Practical Applications** : The Indian Knowledge System is not limited to theoretical concepts but also focuses on practical applications. For example, Ayurveda, the traditional Indian system of medicine, offers practical guidelines for maintaining health and well-being.
6. **Cultural Diversity** : India is a land of diverse cultures, languages, and traditions. The Indian Knowledge System reflects this diversity, with regional variations and unique perspectives found across different parts of the country.
7. **Continuity and Adaptability** : Despite its ancient origins, the Indian Knowledge System has shown remarkable continuity and adaptability. It has evolved over time, incorporating new ideas, influences, and advancements while retaining its core principles and values.

In conclusion, the Indian Knowledge System is a vast and diverse repository of knowledge that encompasses various fields and disciplines. Its holistic approach, profound philosophical insights, scientific advancements, artistic expressions, and spiritual practices make it a unique and valuable contribution to the world's knowledge heritage.

NATIONAL EDUCATION POLICY 2020 AND NEW TRENDS

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Introduction:

The National Education Policy 2020 (NEP 2020) is an driven approach record pointing to progress instructive results in the nation for all children. It has been more than three decades since the distribution of the past National Approach of Instruction in 1986. The to begin with Instruction Approach was distributed in 1968 surrounded by Indian Government in the period of Prime Serve, Indira Gandhi. Moment Instruction Arrangement was distributed in 1986 when Rajiv Gandhi was Prime Serve beneath Kothari commission. This Instruction Approach was altered in 1992 in the time of Prime Serve, P.V. Narsimha Rao. National Education Policy 2020 (NEP 2020) was endorsed by The Union Cabinet of India on July 29th 2020 beneath the commission of K. Kasturirangan and other nine individuals. The National Instruction Policy 2020 proposes different changes in School Instruction as well as Higher Instruction counting Specialized Instruction. A number of activity focuses / exercises for usage in Schools Instruction as well as Higher Instruction are specified in The National Education Policy 2020. It too propose a few progressive changes in the School Instruction Framework like decreasing the syllabus and giving more center on test learning and empowering consistent choice making and advancement among children.

Silent Features of NEP 2020:

- Ensuring All inclusive Get to at all levels at School Education.
- Early Childhood Care and Instruction with unused Curricular and Educational structure.
- Attaining Establishment Proficiency and Numeracy.
- Reforms in school Educational program and Pedagogy.
- Multilingualism and the control of dialect 2020.

National Education Policy 2020 and New Trends

In NEP 20-20 some new trends are proposed.

1. Multidisciplinary Approach
2. Skill Integration
3. Flexible Academic Structure
4. Technology Integration
5. Assessment Changes
6. Teacher Preparing and Proficient Development
7. Early Childhood Education
8. Multiple Section and Exit
9. Integrating of Professional Instruction /Reimagining Professional Educational
10. Multilingualism and Control of Language

1. Multidisciplinary Approach

NEP 2020 emphasizes Multidisciplinary Approach, permitting understudies to select a differing extend of subjects past conventional stream. India has a solid convention of multidisciplinary learning from colleges such as Takshshila and Nalanda to the broad writing of India combining subjects agreement areas. Old Indian proficiency works such as Banabhattera's Kadambari portrayed a great instruction as a information of 64 Kalaas or expressions and among these 64 'arts' were not as it were subjects such as singing and portray but too logical areas such as Chemistry and Arithmetic, professional areas such as 'Carpentry' and clothes-making, 'Professional fields' such as Medication and Designing, as well as delicate abilities such as Communication, Discourse and Talk about. The exceptionally thought that all branches of inventive human try, counting Arithmetic, Science, Professional subjects, Proficient subjects and delicate abilities ought to be considered as 'arts' has particularly Indian roots. This idea of 'knowledge of numerous arts' or what in advanced times is regularly called 'Liberal Arts' (i.e. a generous idea of the expressions) must brought back to Indian Instruction, as it is precisely the kind of instruction that will be required for the 21st century.

In Conventional Instruction Framework (10 + 2 design) understudies permit to select as it were one department/ stream, for illustration after 10th standard understudy can select Expressions or Commerce or Science workforce as it were and discretionary subjects are too restricted but agreeing to NEP2020 understudies may select more than one office. They have choice to select the course of their intrigued. Understudies from expressions workforce/ stream can select the subject of Science staff /stream moreover. That implies the understudy from Expressions workforce can think about any Dialect, Social Science, Arithmetic, Botany, Secretarial hone, Accounts, Financial matters, Commerce etc. too due to this understudy will get different information.

2. Skill Integration

The approach centered on coordination basic aptitudes such as considering, issue tackling and communication into the educational modules.

Whereas understudies a have a huge sum adaptability in choosing their person educational program they must learn certain subjects, abilities and capacities to survive in this quickly changing world. Each and each understudy must get skill-based information which is valuable him/her to accomplish their objectives. As it were bookish information is of no utilize, with that commonsense information must be accomplish by understudy. In case if one of the understudy couldn't total his /her ponder or he /she cleared out course think about in such a basic condition he /she must have another choice for student's job. In a few unfavorable conditions understudy must be able to take his claim choice. Through the educational programs understudy must pick up diverse skills.

Critical Thinking

- Digital Fluency
- Information Literacy
- Ethics and Professional
- Communication
- Diversity and Teamwork

NEP 2020 advances skill-based instruction in tall school

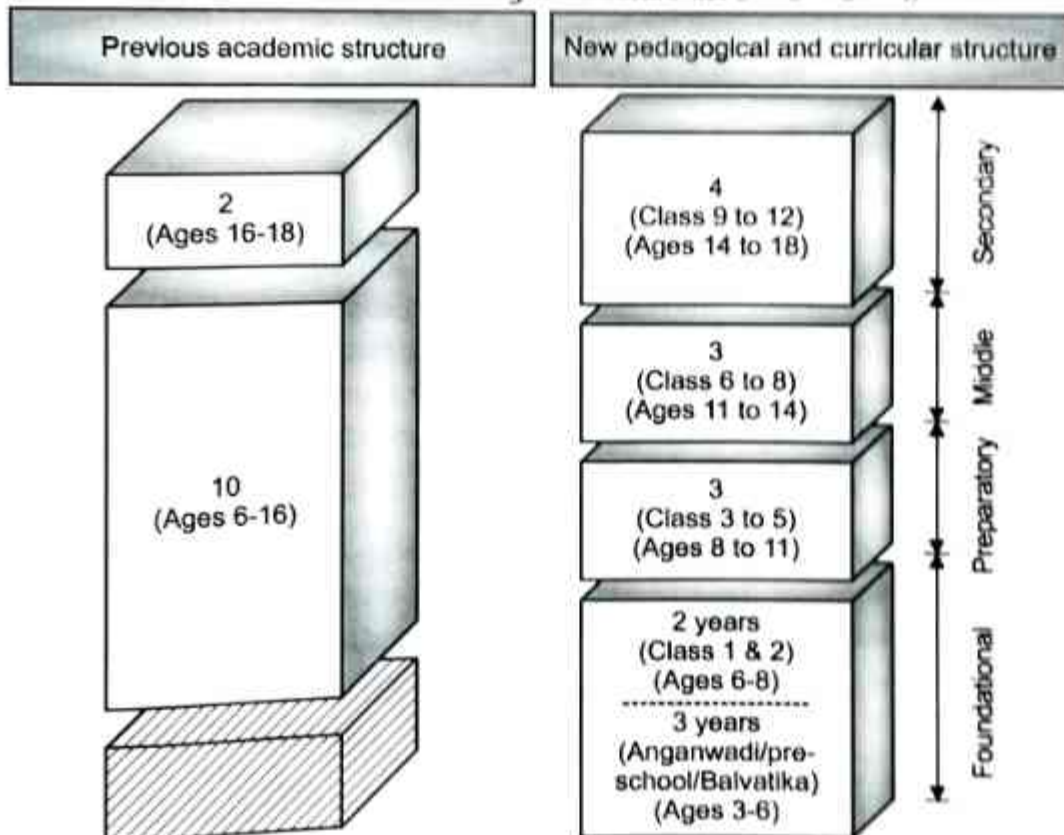
- (a) **Vocational Instruction:** For down to earth job-ready skills.
- (b) **Internship and Apprenticeship:** Energize association with trade for hand-on experience.
- (c) **Project-Based Learning:** To create more profound understanding of subject and work-face skill.
- (d) **Technology Integration:** For basic considering and issue fathoming in intuitively learning experiences.
- (e) **Entrepreneurship Instruction:** For an inventive attitude and to make jobs.

3. Flexible Academic Structure

The Union Cabinet of India endorsed the National Instruction Arrangement (NEP) on July 28th 2020. Over more than 50 months of meeting sessions and workshops, the Indian Government amassed criticism from 2.5 lakh town level partners to two national authoritative level committees after 34 a long time gap.

NEP 2020 present the more adaptable foundation structure permits understudies to select a personalized learning way, counting Professional Instruction and Internship. The past scholastic structure 10 + 2 is supplanted by unused 5 + 3 + 3 + 4 structure. In previous academic structure that is 10 + 2, four stages of school education namely Primary (1 to 5), Upper Primary (6 to 8), Secondary (9 to 10) and Higher Secondary (11 to 12).

In NEP 2020 academic structure is four staged structure i.e. 5 + 3 + 3 + 4.



Actual, number of years that students spends in a school is same. NEP 2020 expands the scope of the Right to Education Act to include age 3 to 18. 10 + 2 To 5 + 3 + 3 + 4 system would allow for a more uniform and inclusive transition from Pre school to Higher Education (9 to 12).

Different Stage / Phases of NEP 2020 Academic System:

- (a) **Foundational Stage (5 Years) (Age group 3 to 8 Year old):** Multilevel, play/activity based learning. It will consist of 3 years of Pre School or Anganwadi Education, followed by 2 years Primary School (Classes 1 and 2). Play-based or activity based education method apply and will concentrate on language development.
- (b) **Preparatory Stage (3 Years) (Age group 8 to 11Years):** Class 3rd to 5th comes under this stage. It will continue to emphasize language development and numeracy abilities. Play discovery and activity based and interactive classroom learning.
- (c) **Middle stage (3 Years) (Age group 11 to 14 Years):** This is for class 6th to 8th. Experience learning in the Science, Mathematics, Arts, Social Science and Humanities will focus on critical learning objectives.
- (d) **Secondary Stage (4 Years) (Age 14 to 18 Years):** Multidisciplinary study, greater critical thinking, flexibility and student choice of subject 9th to 12th classes will be covered in this level. Student can choose the subjects on the basis of their talent and interest. This 5+3+3+4 structure may helpful student to select their carrier - based and interest - based courses.

4. Technology Integration

Technology is a broad term used for all types of tool, methods and process created by human being to improve their lives. India is a super power and global leader in information and communication technology and in another important cutting-edge domains, such as space. The Digital India campaign is helping to positively transform the entire nation into a digitally empowered society and high knowledge economy. Technology plays an important role in the improvement of educational processes and outcomes and education will play critical role in transformation. The relationship between technology and education at all levels in bi-directional.

Information Communication Technology (ICT) includes a wide range of software and hardware tools. It includes devices such as Mobile Phones, Network such as Internet and Software applications. With the help of these technology a huge number of data / information can be stored in both textual and audio-visual forms. Through this we can communicate with each other effectively and even efficiently. The use of integration and use of technology improve multiple aspects of education.

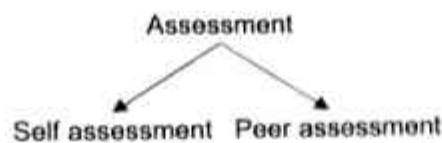
Autonomous body the National Educational Technology Forum (NETF) will be created to provide a good platform for the free exchange of information on the use of technology to enhance learning, assessment, planning, administration and so on, both for school and higher education. Teaching-Learning e- content will developed by all states in all regional languages. NCERT, CBSE, NIOS and other institute will be uploaded on to the DIKSHA platform. This platform may be useful for Teachers Professional Development through e-content. DIKSHA /SWAYAM platform will be integrated across school and higher education platforms. Online and digital education is possible due to use of technology.

NEP 2020 recommends some key initiatives such as pilot studies for online education. Digital infrastructure, online teaching platform and tools content creations, digital repository and dissemination addressing. The advanced partition Virtual Labs Preparing and Motivating forces for instructors, Online Appraisal and Examination, Mixed Show of Learning, laying down standard etc.

5. Assessment Reforms

Transferring assessment for student development

NEP aims to shift from rote learning to more holistic and continuous assessment approach, fostering a deeper understanding of subject. NEP 2020 suggest distinct assessment methods that nurture students' overall development encourage critical thinking prepare them for the challenges of the 21st century.



Assessment reflect on student progress and feedback from their peers.

The NEP2020 assessment reforms focus on shifting from traditional rote memorization skills to new, innovative one.

- Regular formative and competency-based
- Holistic student development
- Mastery of higher- order skills
- Cognitive ability building for real world challenges
- Continuous monitoring and optimization of learning

Embracing 360-Degree Multidimensional Progress Card. Progress Card redesigning by States/ UTs under guidance from the proposed National Assessment Centre, NCERT and SCERT.

It depicts learners in the cognitive affective and psychomotor domains.

Facilitate valuable communication between teacher and parents to support each student inside and outside the classroom.

Equipped with assessment techniques that- Demonstrate students' growth and progress.

NEP 2020-Assessment Methods for a Dynamic Educational Land Scape.

Methods of Assessment:

- (i) Self and Peer Assessment
- (ii) Project and Inquiry Based Learning: Apply knowledge and skills in real world context.
- (iii) Quizzes, Roll Plays, Group Work and Portfolios. Showcase understudies learning issue tackling capacities and inventiveness skills.
- (iv) Teacher Assessment: Students Academic Achievement and Social-Emotional development.

6. Teacher Training and Professional Development

Teacher truly shapes the future of our children and therefore the future of our nation. Teacher is most respected person in India. There is an emphasis on improving Teacher Training Programs to align with modern teaching methodologies and to enhance the quality of education.

The quality of teacher education recruitment, deployment, service conditions and empowerment of teachers is not what it should be and consequently the quality and motivation of teachers does not reach the desired standard. The inspiration and strengthening of educator is required to guarantee the best conceivable future for our children and our country.

Activities for Teacher Training and Professional Development:

- Ensuring an Enabling Environment for Teacher.
- Teacher Autonomy and Accountability.
- Pupil – Teacher Ratio.
- Career and Professional Development opportunities.
- In service Teacher Education.
- Pre-service Teacher Education.
- Head Teacher and Schools.
- Recruitment and Deployment.
- Service Environment and Culture.
- Continuous profession Development (CPD).
- Career Management Program (CMP).
- Profession Standard for Teacher.
- Special Educators Approach to Education.

7. Early Childhood Education (the Foundation of Learning):

The Policy emphasizes the importance of early childhood care and education, recognizing the foundation years as crucial for cognitive development. Over 85 % of a child's cumulative brain development occurs prior to age of 6, indicating critical importance of appropriate care and stimulation of the brain in the early years to ensure healthy brain development and growth. Universalization of education at secondary and school education done up to 2030.

By counting children matured 3 to 6 in the formal tutoring, the modern endeavors underlines the significance of improvement. Understudies will not be able to educate themselves if they need the imperative dialect and numerical skills.

Early Childhood care and Instruction (ECCE) is a basic in deciding a child's future, agreeing to both scholastic and practitioners.

A National Curricular and Academic System for Early Childhood Care and Instruction (NCPFECCE) for children up to the age of 8 will be created by NCERT in, two parts, specifically a sub-framework for 0 – 3 a long time olds with rule. Extraordinary consideration and need will be given to area and areas that are especially socio financially impeded. ECCE comprises of (A) Stand alone, Anganwadi's, (B) Anganwadi's co-located with leaving essential schools, (C) pre – essential schools and (D) Stand alone pre-schools, all of which would enlist specialists / instructors extraordinarily prepared in Educational programs and Instructional method of ECCE.

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For all inclusive get to ECCE. Anganwadi centers will be reinforced with tall quality foundation, equipment's and well prepared Anganwadi instructors. Each Anganwadi will have a well - ventilated, well - planned, child-friendly and well-constructed building with an learning improved learning environment.

8. Multiple Entry and Exits (Flexibility and Choice in the Secondary Stage)

Multiple Passage and Exits (Adaptability and Choice in the Auxiliary Arrange)

The arrangement prescribes increment adaptability and choice of subjects of think about, especially in auxiliary school-including subjects in Physical Instruction, the Craftmanship and Create and Professional abilities, so that understudies can select their claim ways of think about and life plans.

The presentation of more adaptable scholastic structure permits understudies to select a personalized learning way, counting Professional Instruction and Internship.

In Four Year Course Educational modules understudies are permit to alter their stream or workforce. In this arrangement Four Year Undergrad Program (FYUP) with Numerous Passage and Exit alternative is presented. In four year course, understudy completed one year and due to a few reason if understudy needs to alter the stream, agreeing to this arrangement he/she can permit to select another stream. After completion of one year understudy will get One year Completion Certificate of that specific course, if understudy completed two a long time, Progressed Confirmation Completion Certificate will be credited in his /her Scholastic Bank. If understudy completed three a long time out of four a long time, at that point understudy will granted with Bachelor's Degree and after completion of add up to four a long time of the course, understudy will get the Certificate of Bachelor's Degree with Investigate. That implies in certain conditions if understudy is incapable to total chosen course, still he/she will get Scholastic Bank Credits (ABC). ABC is a virtual or advanced storage facility that contains the data of the credits earned by person understudies all through their learning travel. Through this ABC, understudies can open their account and provide numerous choices for entering and taking off college or colleges. Understudies can encourage with affirmation for more than one courses.

9. Integrating of Professional Instruction (Reimagining Professional Instruction)

One of points of approach is to overcome the social status progression related with Professional Instruction Programs into Standard Education.

The 12th Five - Year Arrange (2012 - 2017) gauge that as it were a exceptionally little rate of the Indian workforce in the age gather of 19 - 24 (less than 5 %) gotten Formal Professional Instruction where as in nations such as USA the number is 52%, in Germany 75% and in South Korea it is as tall as 96 %. Primary reason behind this is that Professional Instruction has in the past centered to a great extent on the Grades 11-12.

Professional Instruction will be coordinates into all school and higher instruction teach in a staged way over the another decades. Through the Curricular Zone of Professional Instruction understudies would be uncover to and create fundamental aptitudes in three shapes of work-work with life shape, work with machines and materials and work in human service.

10. Multilingualism and Power of Language

It is well caught on that youthful children learn and get a handle on nonrival, concepts more rapidly in their domestic dialect / mother tongue. It is proposed that the medium of instruction until at slightest Grade 5' but ideally till 'Grade 8' and past will be the domestic dialect / mother tongue/local dialect territorial dialect. The domestic dialect /nearby dialect may proceed to be instructed as a dialect at whatever point conceivable. It is appropriate for both open and private schools. Instructors will be empowered to utilize a bilingual approach, counting bilingual instructing – learning fabric. All dialects will be instructed with tall quality to all students. At the age gather of 2 to 8, getting a handle on control of understudies is exceptionally tall, they choose up dialects rapidly, so multilingualism has awesome cognitive advantage. From foundational arrange, multilinguistic approach ought to be execute. Utilize of innovation will be more compelling for this purpose.

Three Language Formula must be followed by all state. Bilingual Reading material and Instructing – Learning Fabric for Science and Science are as of now in prepare by Balbharti Abhyas Mandal, Pune. So, understudies can learn Science and Science in both dialects (Marathi and English) in Maharashtra.

At slightest two out of three dialects ought to be the dialects local to India. At slightest one dialect local to India will be examined at the writing level.

Sanskrit, an vital advanced dialect will advertised at all levels of school and higher instruction as an critical, improving choice for understudies, counting as an choice in Three–Language Equation Along with Sanskrit, other classical Dialects such as Tamil, Telgue, Kannada, Malayalam, Odia, Pali, Parsian and Prakrit will too accessible in school as choice for understudies through test and imaginative approach.

Summary:

The National Education Policy 2020 (NEP 2020) is a yearning arrangement archive pointing to move forward instructive results in the nation for all children. The National Education Policy 2020 proposes different changes in School Instruction as well as Higher Instruction counting Specialized Instruction. A number of activity focuses / exercises for usage in Schools Instruction as well as Higher Instruction are said in The National Education Policy 2020. It moreover propose a few progressive changes in the School Instruction Framework.

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NATIONAL EDUCATION POLICY 2020 - EQUITABLE AND INCLUSIVE EDUCATION

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Introduction:

Equitable and inclusive education, shaped by movements for civil rights and social justice, has transitioned from exclusion to embracing diversity. The National Education Policy (NEP) 2020 in India aims to transform the education sector to ensure equal opportunities for all learners, promoting diversity and addressing disparities. Inclusive education, as defined by UNESCO, emphasizes participation and reduces exclusion within educational settings, rejecting segregation. NEP 2020 strives to provide quality education catering to individual needs, with a focus on integrating students with disabilities into mainstream classrooms.

By 2030, the National Instruction Arrangement (NEP 2020) points to "give comprehensive and evenhanded quality instruction and empower deep rooted learning openings for everybody." The fundamental objective of those aforesaid commissions and committees is to ensure the access of children with special needs into mainstream education.

Background of NEP 2020 and Equitable and Inclusive Education:

The National Education Policy (NEP) 2020 is a comprehensive system for the changing the instruction framework in India. One of its key pillars is to ensure equitable and inclusive education for all. Here's some background on NEP 2020 and its focus on equitable and inclusive education:

- **Historical Context:** The NEP 2020 was formulated to replace the previous National Policy on Education, which was enacted in 1986 and modified in 1992. The new policy was drafted to address the changing dynamics of society, technology and economy, aiming for a more holistic and flexible approach to the education.
- **Equity and Inclusion:** NEP 2020 emphasizes providing equal opportunities for quality education to all children, irrespective of their socio-economic background, location, gender, or any other factor. It recognizes the need to bridge the existing gaps in access to education and quality learning outcomes.
- **Universalization of Early Childhood Care and Education (ECCE):** The policy advocates for the universalization of early childhood education, ensuring that every child between the ages of 3 and 6 years has access to quality ECCE. This is crucial for laying a strong foundation for future learning and development and reducing disparities from the beginning.
- **School Education:** NEP 2020 aims to transform the school education system to make it more inclusive and equitable. It proposes measures such as restructuring the curriculum to ensure a multidisciplinary approach, promoting experiential learning and providing support for students with special needs or from disadvantaged backgrounds.

- **Vocational Education:** The policy emphasizes the integration of vocational education into mainstream education from the secondary level onward. This is aimed at providing students with diverse pathways for skill development and employability, regardless of their academic inclinations.
- **Technology Integration:** NEP 2020 recognizes the role of technology in making education more accessible and inclusive. It emphasizes the use of digital resources and online platforms to reach students in remote areas and those with disabilities.
- **Teacher Training and Professional Development:** The policy emphasizes the importance of continuous teacher training and professional development to equip educators with the skills and knowledge necessary to support diverse learners effectively.
- **Higher Education:** NEP 2020 also addresses equity and inclusion in higher education by proposing measures such as increasing the Gross Enrolment Ratio (GER) in higher education, establishing more inclusive and diverse campuses and promoting research and innovation in areas relevant to societal needs. Overall, NEP 2020 underscores the importance of ensuring equitable and inclusive education at all levels to harness the full potential of every individual and contribute to the socio-economic development of the nation.

Equitable and Inclusive Education in NEP:

Equity and consideration in instruction allude to the guideline or arrangement that gives rise to all learners to educational programs and programming inside an instructive setting. Some school boards have policies that include the terms inclusion and diversity. Equity is a term sometimes confused with equality.

NEP 2020 emphasizes instilling comprehensive instructive structure and comprehensive instructive culture in our school instruction framework through the infrastructural back and by making comparing changes in educational programs consolidating materials on human values such as regard for all people, compassion, resistance, human rights, sex uniformity, non-violence, worldwide citizenship, incorporation and equity.

Concept of Equitable:

The concept of "equitable" relates to fairness, justice and impartiality, ensuring that resources, opportunities and treatment are distributed fairly among individuals or groups, often considering their specific needs and circumstances.

Concept of Equitable and Inclusive Education:

Equitable and inclusive education refers to a holistic approach to learning that ensures all individuals, regardless of their background, abilities, or circumstances, have equal access to educational opportunities and experiences. It aims to create environments where diversity is celebrated, barriers to learning are removed and every learner feels valued, respected and supported. Here are key concepts associated with equitable and inclusive education:

1. **Equity:** Equity in education emphasizes fairness and justice, striving to address systemic inequalities and provide every student with the resources, support and opportunities they need to succeed. It recognizes that individuals may have different needs and circumstances and seeks to level the playing field by allocating resources and interventions based on need rather than equal treatment.

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2. **Inclusion:** Inclusion in education involves creating welcoming and supportive environments where all individuals, including those with disabilities, special educational needs, or other differences, feel accepted, valued and able to fully participate in educational activities. It goes beyond mere access to education to ensure that every learner has the opportunity to engage, contribute and thrive within the learning community.
3. **Diversity:** Diversity acknowledges the presence of differences among individuals, including but not limited to factors such as race, ethnicity, culture, language, religion, socio-economic status, gender, sexual orientation and abilities. Inclusive education celebrates diversity as a strength and seeks to incorporate diverse perspectives, experiences and content into the curriculum and learning outcomes.
4. **Accessibility:** Accessibility refers to the removal of physical, social and cultural barriers that may prevent individuals from fully participating in educational activities. It involves providing accommodations, assistive technologies and supportive environments that enable individuals with disabilities or other needs to access and engage with educational content, facilities and resources.
5. **Individualization:** Individualization recognizes that learners have unique strengths, interests, preferences and learning styles. Inclusive education involves adapting teaching methods, instructional materials and assessment strategies to meet the diverse needs of all students, ensuring that every learner receives personalized support and opportunities for success.
6. **Collaboration:** Collaboration involves working together with stakeholders, including educators, families, communities and policymakers, to create a supportive and inclusive educational ecosystem. It fosters partnerships that promote dialogue, shared decision-making and collective action to address barriers to learning and promote equity and inclusion in education.
7. **Social Justice:** Social justice in education emphasizes the principles of fairness, equality and human rights, striving to create a more just and equitable society through education. It involves challenging discrimination, oppression and inequity and advocating for policies and practices that promote equality of opportunity and social inclusion for all individuals.

Equitable and inclusive education is a comprehensive approach that encompasses principles of equity, inclusion, diversity, accessibility, individualization, collaboration and social justice. It recognizes the value of every individual and seeks to create learning environments that empower all learners to reach their full potential and contribute to a more just and inclusive society.

Aims and Objectives of Inclusive Education:

The primary objectives of Inclusive Education are to distinguish and select children with incapacities in standard schools and to give them viable scholarly bolster. All children ought to be given a rise to chance to learn to the best of their capacities. We have to plan a classroom for all children with and without incapacities, which meets all the uncommon instructive needs.

Consequently, this framework can plan understudies to take part as full and contributing individuals of society. We have to devise a classroom for all children with and without disabilities which meets all the special educational needs. Hence, this system can prepare students to participate as full and contributing members of society. The major aims and objectives of inclusive education are the following:

- To welcome with an open mind everybody to school where pains and sorrows are shared with others as joy and happiness.
- To strengthen the human dignity and to remove many stereotypes from each other's mind and accept the fact that nobody is perfect.
- To give an opportunity to non-disabled pupils to share with peers who are different in one way or another and to learn, accept and respect their differences.
- To give disabled pupils the opportunity to become part of the school community and get a realistic idea of what a multiform and competitive society looks like as their own possibilities and limitations.
- To create ample opportunities to develop the self-esteem needed for human beings to live a dignified life.

Need of Equitable and Inclusive Education in NEP 2020:

In the context of the National Education Policy (NEP) 2020 in India, the need for equitable and inclusive education is paramount for several reasons:

1. **Social Justice and Equity:** Equitable and inclusive education is fundamental for promoting social justice and ensuring that every individual, regardless of their background or circumstances, has equal access to educational opportunities. NEP 2020 recognizes the importance of addressing socio-economic disparities and ensuring that education serves as a vehicle for upward mobility and empowerment for all.
2. **Addressing Marginalization and Exclusion:** Inclusive education is essential for addressing the marginalization and exclusion of vulnerable and marginalized groups, including those from lower socio-economic backgrounds, rural areas, Scheduled Castes (SCs), Scheduled Tribes (STs) and Other Backward Classes (OBCs). NEP 2020 aims to remove barriers to education and create an inclusive environment where every learner feels valued and supported.
3. **Promoting Diversity and Plurality:** Equitable and inclusive education celebrates diversity and promotes pluralism by recognizing and respecting the cultural, linguistic and regional diversity of India. NEP 2020 emphasizes the importance of incorporating diverse perspectives, experiences and content into the curriculum to foster cross-cultural understanding and promote social cohesion.
4. **Enhancing Learning Outcomes:** Inclusive education has been shown to improve learning outcomes and academic achievement for all students, including those with disabilities, special educational needs, or learning difficulties. NEP 2020 focuses on enhancing foundational literacy and numeracy skills for all students and providing individualized support to address diverse learning needs.

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5. **Preparing for a Globalized World:** In today's globalized world, where diversity is increasingly valued and interconnectedness is a reality, equitable and inclusive education is essential for preparing students to thrive in diverse and multicultural environments. NEP 2020 emphasizes the development of 21st century skills such as critical thinking, creativity, communication and collaboration, which are essential for success in a globalized economy.
6. **Fostering Social Cohesion and National Integration:** Equitable and inclusive education plays a vital role in fostering social cohesion, national integration and a sense of belonging among all citizens. By promoting inclusive practices and celebrating India's diversity, NEP 2020 contributes to building a more cohesive and inclusive society where every individual has the opportunity to contribute to the nation's progress.

In summary, equitable and inclusive education is essential for promoting social justice, addressing marginalization, promoting diversity, enhancing learning outcomes, preparing for a globalized world and fostering social cohesion and national integration. NEP 2020 recognizes the importance of these principles and seeks to transform India's education system to ensure that it is more equitable, inclusive and responsive to the diverse needs of learners.

Some of the benefits of consideration are recorded below.

- Children with disabilities demonstrate high level of social interaction with non-disabled peers in an inclusive setting compared to segregated settings.
- Children with diverse abilities improve their social competence and communication skills in an inclusive setting
- Children with disabilities in inclusive settings often have more vigorous educational program resulting in improved skill acquisition and academic gains.
- Normal children get benefit from improved instructional technologies in the classroom, as, children with diverse abilities will require the use of technology to help them learn and hence these can be utilized by the ordinary children when they are not required by the differentially abled children.
- All children are enriched by the opportunity in which they learn and care for each other and hence gain the right attitudes, skills and values needed for community living.
- Inclusive education promotes the social value of equality.
- Inclusive setting lead to independent thoughts, positive competency and improved self esteem.

In the present scenario hence, we need schools that promote inclusive education, the wider dimension of social acceptance.

Principles of Inclusive Education

The basic standards of inclusive education are as follows:

- Every child has the right to learn and play together.
- Children should not be discriminated because of their disability.
- There are no valid reasons to separate children for the period of their schooling.

- No student is excluded from or discriminated within education on grounds of race, colour, sex, language, religion, political, national, ethnic or social origin, disability, birth, poverty or any other status.
- All students can learn and reward from education.
- Schools adapt to the needs of students, rather than students adapting to the need of the school.
- Student's views are listened to and taken seriously.
- Individual differences among students are a source of richness and diversity, not a source of conflict.

Teachers Role in NEP 2020 for Equitable and Inclusive Education:

In the National Education Policy (NEP) 2020 of India, teachers play a pivotal role in promoting equitable and inclusive education. They serve as catalysts for change, advocates for diversity and champions of inclusivity within the educational ecosystem. Here are several key aspects of the teacher's role in fostering equitable and inclusive education under NEP 2020.

- **Creating Inclusive Learning Environments:** Teachers are responsible for creating inclusive classroom environments where all students feel valued, respected and supported. They foster a culture of acceptance and belonging by promoting empathy, understanding and cooperation among students from diverse backgrounds.
- **Implementing Inclusive Pedagogy:** Teachers employ inclusive teaching strategies and methodologies that accommodate different learning styles, abilities and preferences, ensuring that every student has equal access to learning opportunities. They tailor instruction to address the diverse needs of learners, providing additional support or accommodations as necessary.
- **Addressing Learning Gaps and Barriers:** Teachers identify and address learning gaps and barriers to education, particularly for marginalized and disadvantaged students. They provide individualized support and interventions to help students overcome challenges and achieve academic success.
- **Promoting Diversity and Cultural Competence:** Teachers celebrate diversity and promote cultural competence by incorporating diverse perspectives, experiences and content into their teaching practices. They create opportunities for students to learn about different cultures, traditions and identities, fostering a deeper understanding and appreciation of diversity.
- **Advocating for Inclusive Policies and Practices:** Teachers advocate for inclusive policies and practices within their schools and communities, raising awareness about the importance of equity, diversity and inclusion in education. They collaborate with colleagues, administrators and stakeholders to develop and implement initiatives that promote inclusive education.

- **Engaging Families and Communities:** Teachers engage families and communities in the educational process, building partnerships that support student learning and well-being. They communicate regularly with parents/guardians, involve them in decision-making and provide resources and support to help families advocate for their children's educational needs.
- **Continuous Professional Development:** Teachers engage in continuous professional development to enhance their knowledge, skills and awareness of equity and inclusion issues. They participate in training programs, workshops and collaborative learning opportunities that focus on culturally responsive teaching, inclusive practices and social justice in education.
- **Being Reflective Practitioners:** Teachers reflect on their teaching practices and beliefs, examining their biases and assumptions to create more inclusive learning environments. They seek feedback from students, colleagues mentors and actively seek out opportunities for self-improvement and growth.
- **Differentiated Instruction:** They need to employ various teaching strategies to cater to diverse learning needs, ensuring that every student has access to the curriculum and learning materials.

Teachers play a central role in advancing the goals of equitable and inclusive education outlined in NEP 2020. Through their commitment to creating inclusive learning environments, implementing inclusive pedagogy, addressing learning gaps, promoting diversity, advocating for inclusive policies, engaging families and communities, pursuing continuous professional development and being reflective practitioners, teachers contribute to building a more just, inclusive and equitable society where every student has the opportunity to succeed and thrive. Teachers are instrumental in creating an inclusive and equitable education system as they have a direct impact on student's experiences and outcomes in the classroom.

Equitable and Inclusive Education regarding NEP-2020: Challenges and Remedies

Equitable and inclusive education, as outlined in the NEP-2020, faces various challenges and requires strategic remedies for effective implementation.

Challenges:

- **Access Disparities:** Rural areas, marginalized communities and economically weaker sections often lack access to quality education, hindering equitable participation.
- **Language Barriers:** Language diversity poses challenges, as the medium of instruction may not be accessible to all students, especially those from non-dominant linguistic backgrounds.
- **Resource Allocation:** Disparities in resource allocation between urban and rural areas lead to unequal infrastructure, teacher quality and learning materials.

- **Socio-economic Factors:** Poverty, discrimination and social norms contribute to unequal educational opportunities, particularly for girls, Dalits and tribal communities.
- **Special Needs Education:** Inadequate provisions for inclusive education for students with disabilities and special needs result in exclusion from mainstream educational settings.

Remedies:

- **Equitable Resource Allocation:** Ensuring fair distribution of resources, including infrastructure, teaching staff and learning materials, to bridge the urban-rural divide.
- **Language-Inclusive Policies:** Implementing flexible language policies that accommodate regional languages and dialects alongside the dominant language, enabling better comprehension and participation.
- **Community Engagement:** Engaging local communities, parents and stakeholders in educational decision-making to address specific needs and ensure inclusivity.
- **Affirmative Action:** Implementing affirmative action measures such as scholarships, quotas and incentives to support marginalized groups and enhance their access to education.
- **Teacher Training and Sensitization:** Providing comprehensive training to teachers on inclusive teaching practices, cultural sensitivity and addressing diverse learning needs.
- **Accessible Infrastructure:** Ensuring schools are physically accessible and equipped with facilities catering to students with disabilities, including ramps, braille materials and assistive technologies.
- **Curriculum Diversification:** Developing a curriculum that reflects diverse cultures, histories and perspectives, promoting inclusivity and fostering a sense of belonging among all students.

By addressing these challenges and implementing targeted remedies, equitable and inclusive education, as envisioned in the NEP-2020, can be realized, fostering a more just and equitable society.

Conclusion:

By addressing these challenges and implementing strategies outlined in NEP 2020, India aims to create a more equitable and inclusive education system that ensures every child has the opportunity to reach their corporation. The National Education Policy (NEP) 2020 prioritizes equitable and inclusive education, aiming to provide every learner with equal opportunities and support for success. By addressing historical disparities, promoting diversity and fostering inclusive learning environments, NEP 2020 seeks to ensure that no child is left behind. Through teacher advocacy, curriculum restructuring and a commitment to social justice, India's education system aims to empower all individuals to reach their full potential, fostering a more inclusive and equitable society.

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NEP 2020 AND INDIAN KNOWLEDGE SYSTEM

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This article investigates the relationship between the National Instruction Arrangement 2020 (NEP2020) and the Indian information framework. The NEP2020 is a comprehensive change approach pointed at changing the instruction framework in India. It emphasizes the require for a all encompassing and multidisciplinary approach to instruction, adjusting closely with the standards of the Indian information framework. This paper looks at how the NEP2020 joins components of the Indian information framework, such as the advancement of basic considering, inventiveness and a profound understanding of the interconnecting of different disciplines. It moreover investigates the potential affect of the NEP2020 on the conservation and revitalization of the Indian information framework, as well as its suggestions for the future of instruction in India. Through a intensive investigation of the NEP2020 and the Indian information framework, this paper points to shed light on the synergies between the two and their potential to shape a more all encompassing and socially established instruction framework in India.

Introduction:

The National Instruction Arrangement of India 2020 (NEP 2020), endorsed by the Union Cabinet of India on 29 July 2020, diagrams the vision of the unused instruction framework of India. It replaces the past National Arrangement on Instruction, 1986. The vision of the approach is to construct an instruction framework established in Indian ethos that contributes straightforwardly to changing India by giving high-quality instruction to all, subsequently making India a worldwide information superpower.

The National Education Policy (NEP) 2020 is a arrangement system presented by the Government of India to change the instruction framework in the nation. It points to bring around noteworthy changes in different viewpoints of instruction, counting educational modules, instructional method, evaluation and educator preparing. The NEP 2020 emphasizes the significance of all encompassing improvement, basic considering and skill-based learning. It moreover advances the utilize of innovation in instruction and empowers the integration of professional instruction from an early age. The arrangement points to make instruction more comprehensive and open to all, with a center on lessening the dropout rate and guaranteeing quality instruction for each child.

The National Instruction Arrangement 2020 (NEP 2020) is a comprehensive system for the change of the instruction framework in India. A few of the key characteristics of NEP 2020 include:

- 1. Holistic Approach:** NEP 2020 points to give a all encompassing and multidisciplinary instruction by coordination different subjects and advancing basic considering, imagination and problem-solving skills.

2. **Flexibility and Choice:** The approach emphasizes adaptability in choosing subjects, permitting understudies to select from a wide run of subjects based on their interests and aptitudes.
3. **Early Childhood Care and Instruction:** NEP 2020 recognizes the significance of early childhood instruction and centers on giving quality care and instruction for children from the age of 3 onwards.
4. **Technology Integration:** The arrangement emphasizes the integration of innovative technology into instruction to improve educating and learning forms, advance computerized education, and encourage personalized learning.
5. **Vocational Education:** NEP 2020 emphasizes the integration of professional instruction into the standard educational modules to give understudies with down to earth abilities and upgrade their employability.
6. **Teacher Preparing and Proficient Advancement:** The arrangement emphasizes the persistent proficient advancement of instructors through preparing programs, mentoring, and back to upgrade their academic abilities and knowledge.
7. **Multilingualism and Cultural Diversity:** NEP 2020 promotes multilingualism by encouraging the teaching and learning of regional languages alongside the medium of instruction. It also recognizes and celebrates the diversity 7. 7.
8. **Multilingualism and Social Differing Qualities:** NEP 2020 advances multilingualism by empowering the instructing and learning of territorial dialects nearby the medium of instruction. It too recognizes and celebrates the differing qualities of Indian culture and heritage. These are a few of the key characteristics of NEP 2020, pointed at changing the instruction framework in India to meet the needs of the 21st century.

Highlights of Instruction Policy:

- ❖ The modern National Instruction Arrangement was affirmed by the union cabinet on 26 July 2020. This is India's greatest instructive change after 34 a long time. The recently propelled instruction arrangement will be supplanting the National Instruction Arrangement of India, 1986, in a arranged and staged manner.
- ❖ The vision of the unused instruction arrangement is to give high-quality widespread instruction to the understudies of all areas of society, in this way changing the Indian instruction framework by 2040. The national instruction arrangement (NEP 2020) will bring around 2 crore, out-of-school children, back into the standard and have common benchmarks of learning in open and private schools.
- ❖ In arrange to ended up a worldwide superpower of information, this is the greatest and much talked around the activity of the government of India, the vision of this modern instruction arrangement is to give an instruction framework that reasonably changes the nation into a dynamic information society by giving high-quality instruction to all.
- ❖ A unused academic and curricular rebuild of 5+3+3+4 covering ages 3-18 will supplant the ancient scholarly structure of 10+2. The unused scholastic structure will incorporate a long time of pre-schooling/Anganwadi and at that point from that point 12 a long time of schooling.

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- ❖ A National Curricular and Academic System for Early Childhood Care and Instruction is being created which will cover the children up to the age of 8. The required pre-primary instruction will be given by a essentially extended and fortified framework of Anganwadis or pre-schools found over the country.
- ❖ One of the key objectives of the unused Instruction Approach (NEP 2020) is to accomplish foundational proficiency and numeracy in all essential schools for all learners by review 3 by 2025. The arrangement moreover points at accomplishing 100% GER in Pre-School to Auxiliary Level by 2030.
- ❖ Curriculum substance will be diminished in each subject to its center basics and more accentuation will be given to basic considering and more all encompassing learning which will be inquiry-based, discovery-based, discussion-based and analysis-based learning.
- ❖ Students will be given increased flexibility and choice of subjects to study. Students will be able to choose a group of subjects from different fields of study, a group could have subjects from Science and Humanities or Commerce and Humanities etc. Vocational and extracurricular activities will be promoted and students will be encouraged to participate in these co-curricular activities.
- ❖ New Education Policy (NEP) 2020 points to increment the Net Enrolment Proportion in higher instruction counting professional instruction from 26.3% (2018) to 50% by 2035. 3.5 Crore modern seats will be included to Higher instruction institutions.
- ❖ As per the unused instruction arrangement the UG instruction can be of 3 or 4 a long time with numerous exit choices and suitable certification inside this period. For illustration, Certificate after 1 year, Progressed Recognition after 2 a long time, Bachelor's Degree after 3 a long time and Bachelor's with Inquire about after 4 years.
- ❖ Technology in instruction will be received intensely to bring world-class instruction to the youth, for this the National Instructive Innovation Gathering (NETI) an An independent body will be made to give a wealthy stage for the free trade of thoughts on the utilize of innovation to improve learning, appraisal, arranging, administration.

The Indian information framework alludes to the endless and antiquated information that has been created and protected in India over thousands of a long time. It envelops a wide run of disciplines counting logic, science, arithmetic, pharmaceutical, expressions, writing and most profound sense of being. The Indian information framework is characterized by its all encompassing approach, profound understanding of the interconnecting of different perspectives of life and its accentuation on the integration of intellect, body and soul. It is established in old writings such as the Vedas, Upanishads and different other sacred writings, as well as in the lessons of extraordinary rationalists, researchers and sages. This information framework has made noteworthy commitments to different areas, counting science, cosmology, yoga, Ayurveda (conventional medication) and logic. It has moreover affected and molded the social, social and otherworldly texture of India. The Indian information framework proceeds to be considered, practiced and celebrated, both inside India and around the world, for its significant experiences and ageless wisdom.

The Indian Information Framework is a wealthy and assorted collection of information, conventions and honours that have advanced over thousands of a long time in the Indian subcontinent. It includes different areas such as logic, science, science, medication, expressions and spirituality.

The Indian information framework is characterized by its wealthy legacy, differences and an encompassing approach. It envelops old shrewdness, conventional honours and a profound understanding of different disciplines. It emphasizes the interconnecting of information and advances a multidisciplinary approach. The Indian information framework values experiential learning, basic considering and the interest of truth. It recognizes the significance of a profound sense of being, morals and values in instruction. By and large, the Indian information framework is a one of a kind mix of antiquated shrewdness and cutting edge headways, practices to support well rounded people with a profound understanding of their social roots.

The Indian Knowledge System is Characterized by A few Particular Features:

1. **Holistic Approach:** The Indian Information Framework emphasizes a all encompassing understanding of the world, recognizing the interconnecting of different angles of life, counting the physical, mental and otherworldly dimensions.
2. **Interdisciplinary Nature:** It envelops a wide run of disciplines, counting reasoning, science, science, pharmaceutical, expressions and most profound sense of being. These disciplines are regularly interconnected, with bits of knowledge from one field affecting and enhancing others.
3. **Ancient Shrewdness:** The Indian Information Framework draws upon antiquated writings, sacred writings and verbal conventions that have been passed down through eras. It values the shrewdness collected over thousands of a long time and looks for to protect and transmit this information to future generations.
4. **Spiritual and Philosophical Profundity:** Indian reasoning dives into significant questions almost the nature of reality, awareness and the self. It offers different ways and honours for otherworldly development, self-realization and achieving higher states of consciousness.
5. **Practical Applications:** The Indian Information Framework is not restricted to hypothetical concepts but moreover centers on commonsense applications. For case Ayurveda, the conventional Indian framework of pharmaceutical, offers viable rules for keeping up wellbeing and well-being.
6. **Cultural Differences:** India is a arrive of differing societies, dialects and conventions. The Indian Information Framework reflects this differences, with territorial varieties and special viewpoints found over distinctive parts of the country.
7. **Continuity and Flexibility:** In spite of its old beginnings, the Indian Information Framework has appeared exceptional coherence and flexibility. It has advanced over time, joining unused thoughts, impacts and headways whereas holding its center standards and values.
8. **Emphasis on Morals and Ethical Quality:** The Indian Information Framework places a solid accentuation on moral conduct and ethical values. It recognizes the significance of driving a high minded and equitable life for individual development and societal harmony.

These highlights collectively contribute to the abundance and uniqueness of the Indian Information Framework, making it a profitable source of intelligence and motivation for people and social orders worldwide.

Indian civilization has set a awesome bargain of esteem on information, as prove by its incredibly gigantic body of mental writings, the most prominent collection of compositions in the world and its well-documented legacy of writings, masterminds and schools in a wide extend of subject zones. Ruler Krishna guides Arjuna in the Bhagwad Gita, 4.33,37-38, that information is the most prominent implies of self-purification and freedom. India has a long history of information that has proceeded unbroken, like the Ganges Waterway. From the Vedas (Upanishads) to Sri Aurobindo, information has been the center of all inquire about. Indian information frameworks have a solid establishment in Indian culture, reasoning and otherworldly existence and have advanced through thousands of a long time. These information frameworks, counting Ayurveda, Yoga, Vedanta and Vedic sciences are still pertinent in the present day world in a few ways.

1. **Well-being:** The comprehensive approach to well-being is emphasized in the conventional Indian therapeutic framework known as Ayurveda. In moment's world where life related conditions are on the rise, it advocates for characteristic patching ways, personalized curatives and a center on for portion and preservation of health.
2. **Stress Administration:** Yoga is a comprehensive approach to inner, physical and otherworldly well-being that has its roots in old India. It comprises ways like asanas (stances), pranayama (breath control) and thought that have been appeared to lower stretch, advance inside wellbeing and increment common healthiness. These ways are particularly fabric in the moment's presto-paced, unpleasant ultramodern fact.
3. **Sustainable Living:** Indian knowledge systems emphasized the interdependence of all beings to attain sustainable living practices including the idea of "Vasudhaiva Kutumbakam" (the world is one family). Considering environmental issues and the demand for natural resource conservation and preservation, these principles are getting more and more important.
4. **Spiritual Growth:** Spiritual Growth perceptivity into the nature of reality, mindfulness and the tone are handed by Indian knowledge systems like Vedanta, a philosophical frame grounded on the ancient books known as the Vedas. similar training give advice on tone-enhancement, tone mindfulness and the pursuit of meaning and purpose, all of which are material in the ultramodern world where so numerous people are looking for lesser fulfillment.
5. **Innovation:** Science has historically been advanced by Indian knowledge systems in disciplines like mathematics, astronomy and metallurgy. Ancient Indian generalities like zero, the decimal system and trigonometry are still extensively used in current wisdom

and technology, demonstrating the significance of Indian knowledge systems in fostering invention and advancement.

In conclusion, the Indian knowledge system is still applicable in today's scenario, which gives practical suggestions for dealing with issues similar like stress management, sustainability etc. It offers a vast body of knowledge that may be used to advance people, communities and humanity as a whole.

The National Education Policy (NEP) 2020 and the Indian knowledge system can work together to create a promising future for students by incorporating the strengths and values of both. The NEP 2020, with its focus on holistic development, critical thinking and skill-based learning, aligns well with the principles of the Indian knowledge system. By integrating the rich traditions and knowledge of the Indian system into the curriculum, students can gain a deeper understanding of their cultural heritage and develop a sense of identity and pride.

Furthermore, the NEP 2020's emphasis on technology integration aligns with the evolving nature of the Indian knowledge system. By leveraging technology, students can access a vast repository of knowledge and engage in interactive learning experiences. The Indian knowledge system can contribute to the NEP 2020 by providing insights into effective pedagogical methods, such as the guru-shishya tradition, which emphasizes personalized learning and mentorship. It can also offer valuable perspectives on values, ethics and spirituality, which are integral to the holistic development of students.

Conclusion:

By combining the strengths of the NEP 2020 and the Indian knowledge system, we can create an education system that nurtures well-rounded individuals with a deep understanding of their cultural heritage, critical thinking skills and the ability to adapt to a rapidly changing world. This collaboration can pave the way for a bright and promising future for students in India.

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NATIONAL EDUCATION POLICY 2020 PERSPECTIVE TO ART EDUCATION

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Abstract:

The National Education Policy (NEP) 2020 marks a important milestone in the Indian education. This research article explores the implications of NEP 2020 on art education, shedding light on the policy's provisions, potential impact and challenges. It delves into the broader goals of NEP 2020, emphasizing the integration of arts and creativity into the mainstream education system. Through a comprehensive analysis, this paper aims to provide insights into how the policy aligns with the aspirations of fostering holistic development through art education.

Introduction:

The NEP 2020, unveiled by the Government of India, envisions a comprehensive overhaul of the country's education system. With a focus on fostering critical thinking, creativity and holistic development, the policy advocates for a multidisciplinary approach to learning. Art education, often overlooked in traditional systems, emerges as a crucial element in nurturing well-rounded individuals. Art education in India has undergone significant shifts over the years, reflecting changing societal values and educational philosophies. The NEP 2020, while groundbreaking in its approach to education, builds upon the foundations laid by earlier policies. This article aims to critically examine the provisions laid out in NEP 2020 related to art education, exploring the potential benefits and challenges associated with its implementation.

Historical Perspectives on Art Education:

The roots of formal art education in India can be traced back to ancient times, where gurukuls served as centers of holistic learning encompassing arts, sciences and philosophy. However, with the advent of colonial rule, the education system underwent a paradigm shift, emphasizing a Euro-centric, utilitarian approach. Art education became confined to a narrow framework and traditional Indian art forms were marginalized.

Post-independence, the first significant policy impacting art education was the Kothari Commission (1964-66), which acknowledged the importance of a holistic education system. While it recognized the significance of arts, its implementation was limited and arts often remained on the periphery of the mainstream curriculum.

The National Policy on Education (NPE) 1986 marked another milestone by advocating for a child-centric approach and a more flexible and broad-based curriculum. However, art education continued to face challenges, including inadequate resources and a lack of trained educators.

NEP 2020 and Art Education:

The NEP 2020 represents a departure from the past, placing a renewed emphasis on holistic development and the integration of arts into mainstream education. It acknowledges the multifaceted benefits of arts in nurturing creativity, critical thinking and a well-rounded personality. The policy envisions a flexible and multidisciplinary curriculum that allows students to explore and excel in various art forms alongside traditional academic subjects.

The policy articulates a vision for transforming education into a dynamic and inclusive system that caters to the diverse needs of learners. In the context of art education, NEP 2020 emphasizes the integration of arts across all disciplines. It advocates for a shift from the conventional compartmentalization of subjects, encouraging schools and educators to incorporate arts and creative expression into the curriculum.

NEP 2020 underscores the importance of experiential learning, recognizing the role of arts in fostering imagination and innovation. The policy encourages schools to provide students with opportunities to engage in various forms of art, be it visual arts, performing arts, or literary arts. The emphasis on a flexible curriculum allows for a more personalized and creative approach, enabling students to explore their artistic talents alongside academic pursuits.

The National Education Policy (NEP) 2020 in India has introduced several changes and recommendations across various levels of education, including a significant focus on art education. Here are some key perspectives and proposals related to art education in the NEP 2020:

Integration of Arts and Culture in Curriculum:

The NEP emphasizes the integration of arts, culture and local elements into the school curriculum at all levels. It encourages a multidisciplinary approach, promoting the integration of arts with other subjects.

Flexibility and Choice:

The National Education Policy (NEP) 2020 in India places a strong emphasis on providing students with flexibility and choice in their educational journey. Recognizing the diverse talents and interests of learners, the policy advocates for a departure from the traditional rigid subject boundaries. Under the NEP, students are encouraged to choose a combination of subjects, including arts, based on their individual interests, aptitude and career aspirations.

This shift towards flexibility aims to cater to the unique learning styles of students, allowing them to explore and excel in areas that resonate with their passions. By offering a diverse range of subjects, including arts, students have the opportunity to develop a well-rounded skill set, fostering creativity and critical thinking.

Moreover, the policy recognizes that such flexibility not only promotes holistic development but also prepares students for a dynamic and evolving job market where interdisciplinary skills are increasingly valued. This approach aligns with the broader goal of nurturing individuals who are not only academically proficient but also possess a deep sense of curiosity and versatility. Ultimately, the flexibility and choice aspect of the NEP 2020 seeks to empower students to shape their educational journey in alignment with their unique talents and interests.

Early Childhood Care and Education (ECCE):

Early Childhood Care and Education (ECCE) as a foundational stage crucial for shaping a child's holistic development. Recognizing the formative years as a critical period for cognitive and socio-emotional growth, NEP underscores the importance of fostering creativity and critical thinking from the early stages of education.

In the ECCE framework, arts and play-based activities take center stage as essential components of a child's learning journey. The policy acknowledges that activities such as drawing, painting, music and imaginative play not only contribute to a child's cognitive development but also stimulate their creativity and expression. By incorporating arts into ECCE, NEP aims to create a learning environment that goes beyond traditional academic subjects, nurturing a child's innate curiosity and love for learning.

Play-based activities, integral to the ECCE curriculum, are recognized as powerful tools for developing social skills, emotional intelligence and problem-solving abilities. Through interactive and creative play, children are encouraged to explore, experiment and develop a strong foundation for future learning.

Promotion of Creativity and Critical Thinking:

NEP emphasizes that fostering creativity and critical thinking is not confined to traditional academic subjects but extends to a holistic approach that includes arts education. By integrating arts into the curriculum, students are encouraged to explore and express themselves creatively, honing their ability to think critically and approach challenges with an open mind.

The policy envisions a departure from rote learning and memorization, emphasizing experiential and inquiry-based learning methodologies. Arts education, with its emphasis on self-expression, problem-solving and exploration, serves as a catalyst for developing these cognitive skills. NEP recognizes that a well-rounded education that includes arts nurtures individuals capable of adapting to an ever-evolving world, where creative solutions and critical analysis are paramount.

NEP 2020 underscores the symbiotic relationship between arts education and the cultivation of creativity and critical thinking, envisioning a learning environment that prepares students not just for academic success but for a future where adaptability, innovation and analytical skills are key drivers of success.

Promotion of Local Arts and Crafts:

NEP encourages the promotion of local arts and crafts, integrating them into the school curriculum to preserve and propagate India's rich cultural heritage.

Multiple Entry and Exit Points:

The National Education Policy (NEP) 2020 introduces a progressive concept of multiple entry and exit points, providing flexibility for students, including those in arts education. This approach recognizes the diverse talents and aspirations of learners, allowing them to enter or exit the education system at different stages. For students pursuing arts education, this flexibility accommodates their creative journeys, acknowledging that artistic pursuits often involve non-linear paths. NEP encourages a holistic and flexible approach, ensuring that individuals can explore, specialize, or re-enter education based on their evolving interests and career aspirations within the dynamic landscape of arts and creative fields.

Technology Integration:

NEP emphasizes the use of technology in arts education, including digital tools and platforms, to enhance learning experiences and make arts education more accessible.

Teacher Training and Professional Development:

The policy highlights the need for continuous professional development for teachers, including training in arts education, to equip them with the skills to foster creativity and artistic expression in students.

Promotion of Fine Arts and Performing Arts:

NEP recognizes the importance of both fine arts (visual arts) and performing arts (music, dance, drama) and aims to provide equal opportunities for students to explore and excel in these domains.

Strengthening Professional Skills (SPS) through the 'Art in Education' subject is a key aspect of transformative education that involves thoughtful contemplation and practical application, fostering a deep connection between cognitive, emotional and practical aspects. NEP 2020 significantly emphasizes the role of art, music and drama in education, aiming to cultivate children's creativity and appreciation for aesthetics. Addressing the second research question, the study explores how student-teachers can enhance their professional capabilities with Art Integrated Education under NEP 2020.

Innovative Teaching Methods:

Prospective teachers have the opportunity to innovate their teaching methods by incorporating various fine arts elements such as drawing, painting, collage and clay modeling. This approach encourages experimentation and out-of-the-box thinking.

Effective and Enjoyable Teaching-Learning:

Art Integrated Education enables teachers to identify syllabus content suitable for presentation through dance, drama and theater, creating a joyful learning environment where students can freely express their thoughts. Activity-based learning enhances engagement and comprehension.

Inner Strength and Skill Development:

Art Integrated Education focuses on unveiling the inner strengths and abilities of prospective teachers. It enables the identification of individual differences and tailoring tasks according to personal interests. Teachers can develop skills to integrate art into daily teaching.

Fostering Creativity:

The Drama and Art in Education course facilitates self-understanding and serves as a means of self-expression, fostering creativity. It encourages the correlation of various art forms with different subjects, allowing teachers to showcase creativity and inner talents.

Experiential Learning:

Utilizing elements of music, fine arts, dance and drama, Art Integrated Education provides audio, visual and audio-visual teaching-learning experiences. This experiential approach not only enhances creativity but also improves academic performance across various subjects.

Education and Cultural Understanding:

Employing drama as a critical pedagogy, student teachers extend learning beyond the classroom by visiting art exhibitions, cultural festivals and understanding local culture. The curriculum is linked to various celebrations through art-based activities, promoting cultural awareness.

Potential Impact on Students:

One of the primary goals of NEP 2020 is to develop well-rounded individuals capable of critical thinking and creative problem-solving. Art education becomes instrumental in achieving this objective by providing students with a platform to express themselves, think critically and develop a broader perspective. Exposure to arts from an early age has been linked to improved cognitive abilities, enhanced emotional intelligence and increased cultural awareness.

The integration of arts into the mainstream curriculum can also contribute to breaking gender stereotypes and promoting inclusivity. By providing equal opportunities for all students to explore and excel in various art forms, NEP 2020 envisions a more equitable and inclusive educational landscape.

Challenges in Implementation:

While the aspirations of NEP 2020 regarding art education are commendable, the successful implementation of these ideas faces several challenges. Limited infrastructure, lack of trained art educators and resistance to change in traditional teaching methods are some of the hurdles that need to be overcome. Additionally, there may be a need for a paradigm shift in societal attitudes towards the perceived value of arts in education.

The policy's success hinges on the effective integration of art education at all levels, from primary to higher education. Collaboration between educational institutions, government bodies and the art community is crucial to address these challenges and ensure a smooth transition towards a more holistic and inclusive education system.

Conclusion:

The National Education Policy 2020 sets the stage for a transformative journey in Indian education and its impact on art education is both promising and challenging. By recognizing the intrinsic value of arts in fostering creativity, critical thinking and holistic development, the policy provides a framework for nurturing well-rounded individuals. However, the successful implementation of these ideas requires concerted efforts from all stakeholders, including policymakers, educators and the wider community. In conclusion, the integration of art education into the mainstream curriculum is a positive step towards creating a more vibrant and inclusive educational landscape. The challenges associated with this transition should be viewed as opportunities for growth and innovation. As NEP 2020 unfolds, it is essential to monitor and adapt strategies to ensure that the vision of a holistic, creative and inclusive education system is realized for the benefit of present and future generations.

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NEP 2020 AND SUSTAINABLE DEVELOPMENT

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Introduction:

Education is crucial for accomplishing full human potential, creating an impartial and fair society and advancing national advancement. Giving all inclusive get to quality instruction is the key to India's proceeded rising and authority on the worldwide organize in terms of financial development, social equity and correspondence, logical headway, national integration and social conservation. All inclusive high-quality instruction is the best way forward for creating and maximizing country's wealthy gifts and assets for the great of the person, the society and the nation. India will have the most noteworthy populace of youthful individuals in the world over the another decade and our capacity to give high-quality instructive openings to them will decide the future of our nation.

The worldwide instruction advancement motivation reflected in the Objective 4 (SDG4) of the 2030 Plan for Economical Advancement, embraced by India in 2015 - looks for to "ensure comprehensive and evenhanded quality instruction and advance long lasting learning openings for all" by 2030. Such a elevated objective will require the whole instruction framework to be reconfigured to bolster and cultivate learning, so that all of the basic targets and objectives (SDGs) of the 2030 Motivation for Maintainable Advancement can be achieved.

Principles of this Policy:

The reason of the instruction framework is to create great human creatures competent of judicious thought and activity, having sympathy and sympathy, boldness and flexibility, logical mood and inventive creative energy, with sound moral moorings and values. It points at creating locked in, profitable and contributing citizens for building an evenhanded, comprehensive and plural society as conceived by our Structure.

A great instruction institution is one in which each understudy feels invited and cared for, where a secure and invigorating learning environment exists, where a wide run of learning encounters are advertised and where great physical framework and fitting assets conducive to learning are accessible to all understudies. Achieving these qualities must be the objective of each instructive institution. Be that as it may, at the same time, there must too be consistent integration and coordination over educate and over all stages of instruction.

The crucial standards that will direct both the instruction framework at expansive, as well as the person educate inside it are:

- Recognizing, distinguishing and cultivating the interesting capabilities of each understudy, by sensitizing instructors as well as guardians to advance each student's all encompassing improvement in both scholastic and non-academic circles;

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- According the most elevated need to accomplishing Foundational Education with Numeracy by all understudies by Review 3.
- Flexibility so that learners have the capacity to select their learning directions and programs and in this manner select their claim ways in life agreeing to their abilities and interface
- No difficult partitions between expressions and sciences, between curricular and extra-curricular exercises, between professional and scholastic streams, etc. in arrange to dispense with destructive progressions among and silos between distinctive zones of learning.
- Multidisciplinary and a all encompassing instruction over the sciences, social sciences, expressions, humanities and sports for a multidisciplinary world in arrange to guarantee the solidarity and keenness of all information.
- Emphasis on conceptual understanding or maybe than repetition learning and learning-for-exams.
- Creativity and basic considering to empower consistent decision making and advancement.
- Ethics and human and Protected values like sympathy, regard for others, cleanliness, cordiality, equitable soul, soul of benefit, regard for open property, freedom, correspondence and equity.
- Promoting multilingualism and the control of dialect in educating and learning;
- Life aptitudes such as communication, participation, collaboration and flexibility;
- Focus on customary developmental evaluation for learning or maybe than the summative evaluation.
- Extensive utilize of innovation in educating and learning, evacuating dialect boundaries, expanding get to for Divyang understudies and instructive arranging and administration;
- Respect for differing qualities and regard for the neighborhood setting in all educational modules, instructional method and approach, continuously keeping in intellect that instruction is a concurrent subject.
- Full value and consideration as the foundation of all instructive choices to guarantee that all understudies are able to flourish in the instruction framework;
- Synergy in educational programs over all levels of instruction from early childhood care and instruction to school instruction to higher instruction;
- Teachers and staff as the heart of the learning handle – their enrollment, ceaseless proficient improvement, positive working situations and benefit conditions;
- A 'light but tight' administrative system to guarantee judgment, straightforwardness and asset proficiency of the instructive framework through review and open revelation.
- Outstanding inquire about as a corequisite for extraordinary instruction and improvement.

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- Continuous audit of advance bases for maintained inquire about and customary evaluation by instructive specialists.
- A rootedness and pride in India and its wealthy, different, antiquated and present day culture and information frameworks and conventions.
- Education is a open benefit; get to quality instruction must be considered a fundamental right of each child.
- Substantial speculation in a solid, dynamic, open instruction framework as well as the support and assistance of genuine magnanimous private and community interest.

The Vision of this Policy:

This National Instruction Arrangement envisions an instruction framework established in Indian ethos that contributes straightforwardly to changing India, that is Bharat, economically into an impartial and dynamic information society, by giving high-quality instruction to all and subsequently making India a worldwide information superpower. The Approach conceives that the educational modules and instructional method of our teach must create among the understudies a profound sense of regard towards the Principal Obligations and Protected values, togetherness with one's nation and a cognizant mindfulness of one's parts and obligations in a changing world. The vision of the Approach is to inject among the learners a deep-rooted pride in being Indian, not as it were in thought, but too in soul, judgment skills and deeds, as well as to create information, aptitudes, values and miens that bolster capable commitment to human rights, feasible advancement and living and worldwide well-being, subsequently reflecting a really worldwide citizen.

Current Approaches:

Indian Setting Most of the objectives of MDGs which were conceptualized in 2000 as a set of eight worldwide objectives on differing measurements of improvement like destitution lightening, wellbeing, instruction, sex uniformity, environment supportability etc. pointed at building a worldwide organization for improvement are characteristic in the recently embraced Sustainable Advancement Objectives (SDGs) in 2015.

Of all the SDGs, instruction is the most imperative component for economical improvement. All the seventeen objectives of SDGs appear to be more comprehensive and yearning with center on it's pertinent to all the individuals of the world to guarantee that no one is cleared out behind. These SDGs point to conclusion destitution, zero starvation and move forward instruction and wellbeing measures, sexual orientation balance, clean water sanitation and vitality and to combat climate alter inside stipulated time period.

Goal 4 of the SDGs on Instruction confirms that Guarantee Comprehensive and Impartial Quality Instruction and Advance Deep rooted Learning Openings for all, states that:

- By 2030 ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes.

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- By 2030, guarantee that all young ladies and boys total free, evenhanded and quality essential and auxiliary instruction driving to significant and Goal-4 compelling learning outcomes.
- By 2030, guarantee that all young ladies and boys have get to quality early childhood improvement, care and pre-primary instruction so that they are prepared for essential education.
- By 2030, guarantee rise to get to for all ladies and men to reasonable and quality specialized, professional and tertiary instruction, counting university.
- By 2030, significantly increment the number of youth and grown-ups who have pertinent abilities, counting specialized and professional abilities, for work, conventional employments and entrepreneurship.
- By 2030, dispose of sex incongruities in instruction and guarantee break even with get to all levels of instruction and professional preparing for the helpless, counting people with incapacities, inborn people groups and children in powerless situations.
- By 2030, guarantee that all youth and a significant extent of grown-ups, both men and ladies, accomplish proficiency and numeracy.
- By 2030, guarantee that all learners procure the information and aptitudes required to advance maintainable advancement, counting, among others, through instruction for economical improvement and economical ways of life, human rights, sexual orientation correspondence, advancement of a culture of peace and non-violence, worldwide citizenship and appreciation of social differences and of culture's commitment to economical development.
- Build and update instruction offices that are child, inability and sexual orientation delicate and give secure, peaceful, comprehensive and successful learning situations for all.
- By 2020, significantly grow all inclusive the number of grants accessible to creating nations, in specific slightest created nations, little island creating States and African nations, for enrolment in higher instruction, counting professional preparing and data and communications innovation, specialized, building and logical programs, in created nations and other creating countries.
- By 2030, significantly increment the supply of qualified instructors, counting through universal participation for instructor preparing in creating nations, particularly slightest created nations and little island creating states.

Overview: SDG 4 Center of SDG Objective 4 - Guarantee Quality, Get to, Value and Incorporation (QAEI)- All the seventeen SDGs like destruction of destitution, zero starvation, wellbeing, instruction and clean vitality etc. have been key to India's financial advancement arranging since 1960. Given the inter-dependence of SDGs, they require to be actualized in an coordinates way, with its accentuation on quality, get to, value and consideration at all levels of formal instruction. Particular targets secured beneath the Objective 4 are early childhood improvement and care, pre-primary instruction, learning results, sex uniformity and professional abilities or maybe than insignificant quantum of school enrolment rates, participation or syllabus

completion. Incorporation and quality instruction for all reaffirms the conviction that instruction is one of the most effective and demonstrated vehicle for feasible advancement. For India to accomplish all targets of Objective 4 of the SDGs inside a 15 year time outline. In any case, arrangement of programs and approaches started by India, focussing on quality and comprehensiveness are as of now in put earlier to the selection of SDGs. In India, Intrinsically a few key programs and arrangements have been started to give free and obligatory instruction to all children in the age gather of six to fourteen a long time as a Crucial Right. The Service of Human Asset Improvement works through two offices viz. Office of School Instruction and Education mindful for universalizing basic instruction and Division of Higher Instruction locked in setting up world course educate of higher learning. India takes after four stages of school instruction program, in which pre-primary instruction is not a portion of the formal instruction structure. An activity like the Right of Children to Free and Obligatory Instruction (RTE) gives for comprehensive basic instruction for all and saved 25 percent quantities in private schools for children from financially weaker areas (EWS) of the society.

The RTE Act Gives the:

- Right of children to free and obligatory instruction till completion of rudimentary instruction in a neighborhood school.
- It clarifies that 'compulsory education' implies commitment of the suitable government to give free rudimentary instruction and guarantee obligatory confirmation, participation and completion of rudimentary instruction to each child in the six to fourteen age gather.
- It makes arrangements for a non-admitted child to be conceded to an age fitting class.
- It indicates the obligations and obligations of fitting Governments, nearby specialist and guardians in giving free and obligatory instruction and sharing of money related and other duties between the Central and State Governments.
- It lays down the standards and measures relating connect alia to Student Instructor Proportions (PTRs), buildings and foundation, school-working days, teacher-working hours.
- It gives for judicious sending of instructors by guaranteeing that the indicated understudy educator proportion is kept up for each school, or maybe than fair as an normal for the State or Locale or Square, hence guaranteeing that there is no urban-rural awkwardness in educator postings.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings.
- It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- It provides for development of curriculum in consonance with the values enshrined in the Constitution and which would ensure the all round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly learning.

NATIONAL EDUCATION POLICY 2020 AND EDUCATION FOR ALL

- **Recent Indian Activities in School Instruction Division:** Require for Successful Usage: Checking and Assessment - The order of SDGs can be taken care by India's long term improvement arranging, considering statistic profit; there is require for India to do quickly.
- **Padhe Bharat Badhe Bharat (PBBB):** (Early Perusing and Composing with Comprehension and Early Science Program) is a across the nation sub-programme of the Sarva Shiksha Abhiyan (SSA) to guarantee quality at the foundational a long time of tutoring i.e., classes I and II, as these classes are the vital stages for creating the critical ability of perusing, composing with comprehension and Science with a reason.
- **Beti Bachao, Beti Padhao (BBBP):** (Spare Young lady Child, Teach Young lady Child) is one of the most driving and yearning lead program propelled by Government of India in 2015 to address the issue of decay in Child Sex Proportion (CSR) at first in 100 sex basic areas, covering all States and Union Regions (UTs) as a pilot with at slightest one area in each state
- **The Rashtriya Avishkar Abhiyan (RAA):** RAA activity was propelled in 2015 to reinforce learning of maths and science in upper essential classes to spur and empower children of the age-group 6-18 a long time in science, science and innovation.
- **Information and Communication Technologies (ICT):** Computerized Activity has huge potential to affect the instruction of understudies, capacity building of instructors and teachers and give arrangements to moderate challenges being confronted in the Indian instruction framework. The Government of India has taken a few activities for presenting great administration of school framework through ICT- based activities in 2015 which incorporates: - Saransh and Shaala Siddhi (Self-assessment of all schools and Outside Assessment of test schools)
- **Shala Darpan:** To give administrations based on School Administration Frameworks to the understudies, guardians and communities. Beneath school data administrations, certain administrations like school /understudy profile administration, worker data, understudy participation, take off administration, report cards, educational programs taking custom, SMS alarms for parents/administrators on understudy and instructor participation are being empowered and e-Pathshala is an online stage for displaying and spreading computerized assets containing course readings and other learning assets like sound, video, periodicals and a assortment of other print and non-print materials for its stakeholders.
- **Aadhar Connect:** All school going children in the age gather of 5-18 a long time in the nation are being secured beneath Aadhar which would offer assistance in following of drop out children from school and too for observing their scholastic execution.
- **Swachh Vidyalaya:** The Government has propelled Swachh Vidyalaya activity beneath the Swachh Bharat Mission with an objective to give isolated toilets for young ladies and boys.

Best Practices in India in Education:

- Mukhyamantri Balika Cycle Yojana – Bihar
- Migration Card and Relocation Checking Program - Gujarat
- Pota Cabins – Private Schools for Children in LWE-affected areas
- Pratibha Parv – Reinforcing Quality of Instruction in Government Schools
- Saakshar Bharat – Supporting and Upgrading Endeavors in Grown-up Education
- "Each One Instruct One Method" - Mizoram
- Reaching to out of School children – Himachal Pradesh

Way Forward to Achieve QAEI:

Education is an exceptionally endless subject, India in the 21st century surging ahead through its imaginative lead programs to accomplish the QAEI figure to accomplish SDG on instruction inside a time outline. To guarantee that no one is cleared out behind as SDG emphasizes, there is require for satisfactory physical framework, secure, comprehensive situations that sustain learning result for all, notwithstanding of sex, foundation or inability status.

In common, the chosen lead programs of India and the best hones can act as the drift setters. Owing to their practical approach and flexibility, they can be reproduced in any portion of India as well as through territorial participation in South Asian locale as well. The Government with the existing NGOs and respectful social orders have to play exceptionally successful part in arrange to bring noteworthy advancement in the instruction division. Assist, NGOs who play the complementary as well as supplementary part to the concerted endeavors of the government offices in conferring instruction at distinctive levels require to effectively and productively confer their part in accomplishing SDGs over diverse objectives. Additionally, endeavors ought to moreover be made by NGOs and gracious social orders to raise common mindfulness and sensitize the community almost the positive and basis of quality instruction for their possess advantage.

Positive learning results, qualified instructors, near nearness to school, significant educational program, arrangement of appropriate framework counting slates and boundary dividers, secure drinking water offices, usable toilets, MDMS are a few of the choosing components that impact the request for quality instruction. In any case of the RTE establishments in India, still millions of children are out of school is a matter of grave concern.

SDGs motivation has an exceptionally adjusted approach towards quality instruction and better than average beneficial occupations. It gives scope for territorial participation in South Asia, as sharing of best hones in neighboring zones can combat cross-domain challenges. As shown over, all the objectives are interlinked together, so there is require to include all partners important to SDGs.

Standardization, harmonization and periodicity of information related to instruction will offer assistance to degree and measure the SDG 4 viably. These markers can be compared over states as well as over locale to degree the accomplishments. This work out will too offer assistance in understanding where the states slack behind so that focused on arrangements and mediations can be coordinated to accomplish wanted instruction results. India has as of now recognized the nodal services and divisions for each objective that appears the truthfulness of government approach to accomplish maintainable advancement objectives. Instruction is a cross-cutting issue and a objective in itself which calls for an inter-sectoral activities and activities along with the assignment of satisfactory assets to fund instruction require to be entirely actualized and checked on a customary basis.

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निरामय
बदलेलच, पुण

हला सिधरी सिचवड -
नळवडे औद्योगिक वसाहती गुल
मिचवे मीटिंग

NATIONAL EDUCATION POLICY 2020
The National Education Policy (NEP) 2020 is a landmark document that outlines the vision and goals for the education system in India. It is a comprehensive framework that covers all levels of education, from school to higher education. The policy is a result of a long and consultative process involving various stakeholders, including government officials, educators, and the public. It aims to provide a holistic and inclusive education system that prepares students for the challenges of the 21st century.

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NATIONAL EDUCATION POLICY 2020
INTEGRATED APPROACH WITH RESEARCH AND INNOVATION
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Abstract:
The National Education Policy (NEP) 2020 is a landmark document that outlines the vision and goals for the education system in India. It is a comprehensive framework that covers all levels of education, from school to higher education. The policy is a result of a long and consultative process involving various stakeholders, including government officials, educators, and the public. It aims to provide a holistic and inclusive education system that prepares students for the challenges of the 21st century.

Keywords: National Education Policy (NEP) 2020, Education, India, Policy, Framework

Introduction:
An important turning point in India's history, the National Education Policy (NEP) 2020 was formulated after a long and consultative process. In order to meet the current issues with accessibility, the educational system was deemed necessary. A group led by former ISRC in the process of formulating NEP 2020 policy to supersede the National Education Policy updates that followed. For almost a decade, stakeholders, including as state governments and the public.

After receiving Union Cabinet approval, the Ministry of Human Resource Development is working for the overhaul of India's education system at all educational levels from primary to higher education.

NEP 2020's main goal is to promote holistic development and to explore the possibilities and potential of multilingualism, multi-culturalism, and multi-frameworks.

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NEP 2020 AND HOLISTIC MULTIDISCIPLINARY EDUCATION

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Introduction:

Holistic Multidisciplinary Education is an approach to education that focuses on the whole development of a student integrating different disciplines and perspective. It aims to provide a well rounded education by combining academic subjects with creative arts, physical education, social emotional learning and practical skills.

In Holistic Multidisciplinary Education, students are encouraged to explore different areas of knowledge and develop critical thinking, problem solving, collaboration skills. The curriculum is designed to be interdisciplinary meaning that subjects are taught in a way that shows their interconnectedness and real-world application.

This approach of education is designed to promote how different fields and subjects are interconnected with each other and through this we can together solve complex things, issues efficiently. It recognizes that students have different learning styles and talents and it seeks to cater to their individual need and interest. It also emphasizes the important of personal growth, well-being and character development alongside academic achievement.

Concept of Holistic Multidisciplinary Education:

Holistic Multidisciplinary Education is based on the idea education should go beyond the narrow boundaries of specific subjects and instead focus on the overall development of a student. It recognizes that learning is not limited to a single discipline and that a well-rounded education should encompass various area of knowledge. Holistic Multidisciplinary Education aims to provide students with a comprehensive understanding of the world by integrating different subjects to make connections between different disciplines and explore the interrelationship between them.

This approach also recognizes the importance of addressing student's social emotional well-being and personal growth with their academic development. Holistic Multidisciplinary Education is a form of educational plan that brings together multiple discipline to create a good and holistic learning experiences. It is designed to foster an understanding of the interconnections of various fields and how they can be integrated for better problem solving.

India and Holistic Multidisciplinary Education:

In India there is a growing interest to Holistic Multidisciplinary Education. Educators and policy makers recognize the need for a more comprehensive and well rounded approach to education. The traditional education system in India has often been criticized for its focus on rote learning and memorization, neglecting the development of critical thinking creativity and practical skills.

The ancient Indian education system known as the Gurukul system also had a holistic approach. It focused on the overall development of an individual including physical, intellectual, emotional and spiritual aspects. Students would live with their Guru (Teacher) in an ashram (residential school) and learn various subjects, including philosophy, mathematics, science, literature and more. The education system also emphasized values, ethics and character development.

Both Holistic Multidisciplinary Education and the ancient Indian education system recognize the importance of a well-rounded education that goes beyond just academic subjects. They aim to nurture the overall development of individuals and prepare them to lead fulfilling lives.

Holistic Multidisciplinary Education is seen as a way to address and provide students with a more balanced education. It aims to foster creativity, problem-solving abilities and a broader understanding of the world by integrating various subjects and perspectives.

This approach recognizes that students have different learning styles and talents and it seeks to cater to their individual needs and interests. It also emphasizes the importance of personal growth, well-being and character development alongside academic achievement.

The Curriculum in Holistic Multidisciplinary Education:

Holistic Multidisciplinary Education is designed to be interdisciplinary meaning that it integrates various subjects and perspectives to provide a more comprehensive understanding of the world.

It encourages active and experiential learning, where students engage in hands-on projects, collaborative activities and real-world application of their knowledge.

- 1. Integration of Subjects:** The curriculum will aim to integrate different subjects and disciplines to provide holistic understanding of various topics. For example, rather than studying history, science and literature as separate subjects, there may be an emphasis on exploring how these subjects interest and influence each other.
- 2. Project based Learning:** Holistic Multidisciplinary Education often incorporates project-based learning where students work on real-world projects that require them to apply knowledge from multiple disciplines. This approach promotes critical thinking, problem-solving and creativity.
- 3. Experiential Learning:** Such as field trips, hands-on experiments and practical applications of engaged activity with the material and gain a deeper understanding of concepts.
- 4. Arts and Physical Education:** Curriculum includes subjects like music, dance, drama, visual arts and physical education to foster creativity, self-expression and physical fitness.
- 5. Social Emotional Learning:** The syllabus may incorporate social emotional learning components to support the emotional well-being and personal growth of students involve activities that promote self-awareness, empathy, communication skills and emotional resilience.
- 6. Practical Skill Learning:** Holistic Multidisciplinary Education may include vocational training, entrepreneurship education, computer literacy, financial literacy and problem-solving skills.

The syllabus will be designed to align with the education goals and principles of the institution. While providing a well rounded and comprehensive education for students.

Teacher's Role:

Teacher plays a crucial role in facilitating learning and creating a conducive environment for students to explore and integrate various subjects and disciplines. Here are some key roles of a teacher in this context.

1. **Facilitator:** The teacher acts as a facilitator, guiding students in their learning journey and providing them with the necessary resources, guidance and support.
2. **Integrator:** The teacher helps students understand how different subjects are interconnected and how they can be in real-life situations. They promote interdisciplinary learning by creating opportunities to integrate knowledge from various fields.
3. **Design of Learning Experiences:** The teacher designs engaging and meaningful learning experiences that incorporate different subjects and encourage critical thinking creativity and problem-solving skills. They may use project-based learning.
4. **Mentor and Coach:** The teacher provides, guidance and support to students in their personal and academic development. They help students set goals, reflect on their learning progress and develop essential life skills.
5. **Cultivator of Values and Ethics:** The teacher plays a significant role in nurturing students' ethical and moral development. They model and promote values such as empathy, respect, integrity and social responsibility.
6. **Collaborator and Network Builder:** The teacher encourages collaboration among students and helps them connect with experts, professionals and resources outside the classroom. They create opportunities for students to engage in real-world experiences and learn from diverse perspectives.

Teachers in a holistic Multidisciplinary Education approach focus not only on imparting knowledge but also on nurturing students' holistic development fostering critical thinking skills and preparing them to become lifelong learners.

NEP and Holistic Multidisciplinary Education:

The National Education Policy (2020) which was recently introduced in India, emphasizes the importance of multidisciplinary education. It encourages the integration of subjects and the promotion of skills such as critical thinking creativity and collaboration. The NEP also emphasizes the need for experiential learning and the integration of vocational training to prepare students for the workforce. NEP 2020 embrace this concept and seeks to strengthen it at all several measure that will help facilitate a multidisciplinary approach in education.



NATIONAL EDUCATION POLICY 2020 AND EDUCATION FOR ALL

NEP 2020 has placed a strong emphasis on the incorporation of multidisciplinary education into the curriculum from the early stages of education. Through studying to various fields, students can develop not only their chosen subjects or fields but also appreciation for other knowledge systems. According to NEP 2020, Holistic Multidisciplinary Education is one of the fundamental principles that will guide the education system and individual institutions.

Overall Holistic Multidisciplinary Education is gaining in India as educators and policymakers recognize the importance of providing students with a comprehensive education and all-round development.

- **Intellectual Development:** NEP 2020 promotes intellectual development by encouraging critical thinking, problem solving and analytical skills.
- **Emotional Development:** The aim of NEP 2020 is to create a supportive and inclusive learning environment that addresses the emotional needs of students.
- **Physical Development:** NEP 2020 emphasizes physical fitness and sports as integral components of holistic education. It encourages schools to provide opportunities for physical activity, sports and yoga to promote physical wellbeing.
- **Ethical and Moral Development:** policy aims to instill values such as empathy, integrity and social responsibility in students promoting their ethical development.
- **Social Development:** Social development of students is significant and so policy encourages students to engage in community service and extracurricular activities that promote social skills, teamwork.
- **Life Skills:** Communication, creativity, critical thinking and problem solving are seen as essential for students to thrive in a rapidly changing world.
- **Assessment and evaluation:** Assessment methods are changed rather than using traditional methods for assessment to assess a broader range of skills. Formative and continuous assessment are encouraged.

Challenges of Holistic Multidisciplinary Education:

- **Curriculum Changes and Integration:** There should be a proper balance of depth and breadth across all subjects. So, it requires careful and expert planning. There are some significant changes in curriculum by NEP. But the lack of trained teachers and infrastructure to support these changes may hinder their effective implementation.
- **Faculty Expertise:** Schools need to apply this approach with experienced staff who are capable of delivering such an approach and ensure they have the necessary resources.
- **Implementation:** All the different departments and institutions have needs to be greater collaboration for successful implementation.
- **Physical Resource:** Lack of the infrastructure and support that is needed and essential for the successful integration of multidisciplinary learning.
- **Funding:** Financial support is crucial for successful implementation, without funding it is hard to take root in education.
- **Technology:** NEP promotes technology integration in education, but in India could limit its effectiveness. Example - like not all students have equal access to digital devices and internet availability.

Importance of Holistic Multidisciplinary Education:

A multidisciplinary approach allows students to explore distinct subjects from various disciplines. By studying the same point from different view points, students gain a broader understanding. This exposure to divers perspectives fosters critical thinking and creativity, preparing them for real world challenges.

Multidisciplinary education offers a refreshing change. Students have the privilege to choose India: Subjects they are passionate about, rather than being forced into predefined trucks. This personalized approach enhances engagement and encourage lifelong learning.

As the world evolves rapidly multidisciplinary learning becomes indispensable. It prepares students for the ever faster pace of change.

The NEP 2020 emphasizes a multidisciplinary approach. It aims to produce graduates who are not only specialists in their fields but also posses the versatility needed in an ever-evolving world.

Conclusion:

Several schools and educational institutions in India have started adopting a multidisciplinary approach to education. They are incorporating extra curricular activities, arts, sports and practical skills training into their curriculum alongside traditional academic subjects.

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Pedagogy of English

(Role of English in India)



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Role of English in the Present Day

Mrunalini Shailesh Patil[#]

Abstract

English plays quite multi-dimensional role in day to day life. It is used as medium of communication in all walks of life, it is link language and is used in trade and business both at national and international level. Students who want to fly abroad for education and job would be at ease if they have good communication skill in English. English has become need of time and a tool of designing career of students. With the development in technology, there is also an increase in the need to learn English to meet the requirements of existing circumstances. Modern lifestyle of people has also changed and hence English communication adds more value to it. In the present scenario, a person who do not have proficiency in English is considered as an illiterate.

Keywords: Primary Source, A Language Of Global Significance, Link Language, Key Role.

Introduction

Language is our primary source of communication. It's the method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human.

Though a foreign language, English occupies a unique position in Indian educational system. Even after independence, it continues to be a major language having a prestigious position in our society. This paper attempts to focus attention on the role of English language and the changing needs of English Language Teaching and Learning in India. English speaking and English listening are given a very high priority in Indian educational system. The aristocrat society in India sends their children to English-medium schools and even the poorest of the poor aspire to send their children to the same, since English is seen as a language that provides upward economic and social mobility.

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The Role of English language in the Present day

Education is a process of enlightenment and empowerment by which individuals are able to secure a better quality of life. Today, education is a commitment and freedom. The present day education is aimed at the growth of body, mind, intellect and soul. Children are humanity's greatest asset. Hence a new vision of human greatness must be instilled in them. Many children of our country in pursuit of higher education. Hence we should welcome modern knowledge based on age old culture. It is a widely accepted fact that knowledge must be acquired and supplemented by a lifelong relearning retaining system. English language is realized as a link language with global significance and also the most spread language in the world. In India it is an Official language in addition to Hindi. Students at the school level need to acquire better proficiency in English along with the learning of other subjects like Mathematics and Science. With the changing times, expectations of society about the role of students and demands on them also changed. A perceptible change came with the advent of industrialization and society's need of trained meritorious personnel who can effectively contribute to productivity and manufacture of a variety of goods as well as run the administration. This culture also exposed the need for 'trained persons' with desired capabilities and skills to fulfill diverse tasks. Hence there is a tremendous pressure to see that all students acquire requisite qualifications and degrees that lead to the best kind of employment, thus leading to the importance of imparting knowledgeable and updated education. A degree is no longer a necessary and sufficient qualification if it is not imparted with competency. This cannot be attained if the student does not adapt himself to the exposure of the emerging 'era of knowledge'. The students need to have a channel of communicating with other schools, colleges and Institutions through which the knowledge of English plays an important role. English language also plays a significant role right at the school levels where a child tastes the sweetness of the literary language and develops an interest in it and inculcates the habit of book reading. English as a subject helps a lot to get one into the habit of book reading as most of the books are written in that language. Reading a good book can get one enter a different world of relaxation. Through cross cultural communication helps to bring confidence in the child and encourages him to improve his skill in communicating with various people and encourages them to handle complex concepts with ease. In a period of globalization and modernization English language learning enables in transferring the individuality of a child into a personality. Hence one has to be honest, sincere and dedicated in learning all the subjects equally and update his knowledge by referring various books for which again English language learning plays a

role. To survive in modern society English language learning is as important as water to us. It is also identified to be one of the factors for many graduates to be unemployed. The unemployed graduates are urged to polish up their knowledge in English. The importance of English in the modern world at the moment is quite large. Quite recently it was for us a foreign language, and today it is international. In all countries of the world, the study of English is of great importance. Almost everyone dreams of studying it at least at the initial level. Today, children begin to learn this language even at preschool age.

Many do not understand whether English is needed in the modern world. However, it's not a secret for anyone that today it plays an important role in the job placement. People who want to find a prestigious and highly paid position must necessarily know the English language well. This is due to the fact that large firms often cooperate with foreign partners.

To date, English is an international language. They need to have a good enough knowledge to negotiate fully and conclude deals with foreign partners. Travelling in English-speaking countries is possible only if you know and understand foreign speech. It's no secret that today almost every person wants to go on vacation abroad.

Thanks to the knowledge of English, you can easily communicate with people not only in English-speaking countries. There is a certain percentage of the population in any part of the world who can understand foreign speech. English is also well owned by people whose work is connected with tourists. In the event that you know a foreign speech, you can always easily ask for help in a foreign country. That's why you will feel confident abroad.

The role of English in acquiring an education

The role of English in the modern world is evident to students who wish to receive a decent education. Its knowledge allows you to study at any university. The received document on education is quoted in all countries. It's no secret that having, for example, a diploma from the University of London, a graduate can get a job in prestigious work anywhere in the world.

Almost in any large libraries, there are books in English even lots of online resources are also providing few books for preparation of different exams.

Detectives, novels, poems and other works can be read in the original, knowing a foreign language. It's no secret that translating books are not always accurate and literal. Thanks to the knowledge of English, is very much essential to many aspirants in India and other western countries who want to

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pursue higher education in other universities of the world for research or any other scientific and technical operations. Here English helps to reach their destination and opens the window of knowledge since most knowledge through books and materials is available only in English language.

The role of English in the world of technology

The relevance of learning English can also be explained by the development of technology. Annually specialists from all over the world bring new inventions. They are given names that are most often English-speaking. Surprisingly, the words familiar to us, such as the laptop, computer, smartphone and others came from English.

Thanks to the rapid development of the Internet, representatives of different nations began to closely interact on the Web. In order to understand each other, they use English. The role of English in youth life is very important. English plays an important role in the lives of adolescents and young people. Computer games in English are very popular among gamers. It's no secret that many young people spend a lot of free time using them.

Knowledge of English allows you to easily use not only games but also applications. A large number of English words are present in the youth speech. Experts believe that this is due to the stereotypes and ideas that were created in the adolescent society. Young people are sure that the standard of living in America is much higher than ours. Using in their speech English borrowings, they definitely approach their ideal in a certain way.

Most often, specialists with foreign knowledge are needed in the field of education and science. The highest level of English proficiency should be required of students who want to connect their lives with information technology. Knowledge of English is almost always required in large companies.

There are required specialists-translators. Some firms are ready to train prospective candidates at their own expense. Knowledge of English is also necessary for secretaries since in large companies they often communicate with international partners. You can't do without foreign and tourism workers.

Internationalization of Education

Internationalization means adopting English as an international language in the Higher Education sector. In today's global world, and with the help of developing technology, English has played a major role in many sectors: medicine, engineering, business, scientific research, social sciences.

humanities, and Higher Education, in particular, as medium of instruction. English for academic purposes, in addition to General English, and English for specific purposes courses are taught to meet learners' different needs in many universities worldwide side by side with their natives, as in addition to countries, such as in Germany, Turkey, China, Republic of Korea, Taiwan, Malaysia, Vietnam, Thailand, Indonesia, Bangladesh, Japan, Australia and India.

English is the language of science, computers, diplomacy, aviation, and tourism. English is the language of international communication. Learning English can really change your life. It is also very valuable to learn and can create many opportunities!

Language provides a common platform for each and every individual in the society. It is nice to hear from illiterate people using a number of English words in day to day life. Pizza delivery man speaks fluent English with his customer. English language provides a big platform for a common man to members of elite society. English language provides simple solution to every walk of life. It does not matter, if we consider it a foreign language or second language. English language is a language of common man.

English, though a foreign language in our country, has a very significant role. In the present day English is found everywhere from textbooks to songs, from films to religion. We can see these signboards these days saying "Slokas from Veda taught here Special classes in English is to provided." This very scene is evident to show how much English has prospered in our country. It has travelled a long way and managed to grab every single persons attention. This language which was considered as a foreign language just a few decades ago has become today the most important language in our lives. In fact it has become a part of our daily life. We have nativized English and have created recognition for it in the world.

References

- 1) M. Samanth Reddy, Lecturer in Eng., Importance of English In Today's World. International Journal of Academic Research ISSN-2348-Issue-4(2), April 2016.
- 2) Heera G. Rajwani, Present Scenarion of English Language in Higher Education, International Multidisciplinary Journal, ISSN-2277-4262.
- 3) Kohli A. L. Techniques of Teaching English. Page-11.
- 4) French F.G. Teaching English as an International Language. page-1.



Rayat Shikshan Sanstha's

AZAD COLLEGE OF EDUCATION, SATARA

Satara - 415001, Maharashtra

(REACCREDITED BY NAAC, BANGALORE AT A GRADE CGPA - 3.14, 2012)

AFFILIATED TO SHIVAJI UNIVERSITY, KOLHAPUR

In Association with

Council for Teacher Education Foundation Delhi -NCR Chapter

Organises

National Level FDP on NAAC Accreditation For Teacher Education Institutes

75
आज़ादी का
अमृत महोत्सव



Az 5

CERTIFICATE

This is to certify that

Prof. Varsha Vinayak Lambate

Of

Kantilal Khinwasara B. Ed. College of Education, thergaon, Pune

has successfully completed a "National Level FDP on NAAC Accreditation For Teacher Education Institutes" organized by Rayat Shikshan Sanstha's Azad College of Education, Satara (Maharashtra, India) in association with Council for Teacher Education Foundation Delhi -NCR Chapter from July 01,2022 to July 08, 2022.

Prof. Satyendra Gupta

Chairperson,
CTEF DELHI-NCR Chapter

Dr. Sanjay Kumar

Secretary General,
CTEF DELHI-NCR Chapter

Prof. Dr. Vinay D. Dhondge

Co-ordinator
(Faculty Development Programme)

Prin. Dr. Vandana Nalawade

NTG Convenor
(Faculty Development Programme)
Principal

Kantilal Khinwasara B Ed College
Thergaon, Pune - 411033





M.C.E. Society's
H.G.M. Azam College Of Education, Pune
(Accredited by NAAC)



Organise
National Level Webinar

On

***Paradigm Shift in Teaching Learning and Evaluation in
Pandemic and Post Pandemic Period***

Certificate

This is to certify that, Prof. /Dr. /Mr./ Ms. **SUREKHA VIDYADHAR RAJWANT**
Designation, **Asst.Professor** Department/Institute, **KANTILAL KHINWASARA**
B.Ed.College, THERGAON, PUNE has participated in the webinar on 27th & 28th
May 2020.

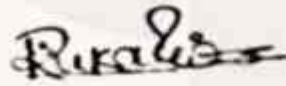
Asst. Prof. Vrushali Rokade
Webinar Coordinator

Dr. Anita Belapurkar
Principal

Certificate of Appreciation

This is to certify that Mr/Mrs. *SUREKHA VIDYADHAR RAJWANT* from *KANTILAL KHINWASARA B.ED.COLLEGE, THERGAON PUNE-411033* has participated in National quiz on Educational Research Methodology successfully. We appreciate your efforts.

Score: 60% Date: 5/25/2020 Certificate no: TVYLDI-CE001287



Prof. Dnyaneshwar Darade. Dr. Santosh Rukari Dr. Narendra Telrandhe Dr. D. M. Gujarathi

Cordinator Staff Academy

Principal, AICESR

Administrator AEF

Director AEF



**SARASWATI COLLEGE OF
PROFESSIONAL STUDIES, GHAZIABAD**

In association with

**COUNCIL FOR TEACHER EDUCATION
FOUNDATION, DELHI-NCR CHAPTER**

Organised

**EIGHT DAYS
FACULTY TRAINING PROGRAM (FTP)
"DIGITAL SKILLS FOR EDUCATORS"**

From 1st May-2022 to 8th May-2022

CTEF DELHI-NCR CHAPTER ID NO- 803

**EIGHT DAYS FACULTY TRAINING PROGRAM (FTP)
"DIGITAL SKILLS FOR EDUCATORS"
SARASWATI COLLEGE OF PROFESSIONAL STUDIES, GHAZIABAD
CERTIFICATE OF PARTICIPATION**

This is certify that

PROF. SUREKHA VIDYADHAR RAJWANT

from

KANTILAL KHINWASARA B.ED.COLLEGE , PUNE

has participated in ***Eight Days Faculty Training Program on Digital Skills
For Educators*** organised from 1st May-2022 to 8th May-2022 in association with
Council for Teacher Education Foundation, Delhi-NCR Chapter.

Patron
Mr. Nirmlal Singh
Secretary, Saraswati College

Co-Patron
Dr. Sanjay Kumar
Principal, Saraswati College

Co-Patron
Prof. Satyendra Gupta
Chairperson, CTEF DELHI-NCR

Organising Secretary
Dr. Anita Singh
HOD, Saraswati College



Certificate of Participation

This is to certify that **Prof. Nita Puri** from **Kantilal Khinwasara B.Ed. College, Pune** has attended an Online Teacher Training Workshop on '**Digital Tools in Education**' on 24th November 2023.

The workshop included an online session organized by **Pune Knowledge Cluster (PKC)** and focused on a diverse range of cutting-edge digital tools and strategies for integrating such tools effectively in classroom teaching.

Dr. Priya Nagara]
Chief Executive Officer
Pune Knowledge Cluster (PKC)



**SARASWATI COLLEGE OF
PROFESSIONAL STUDIES, GHAZIABAD**

In association with

**COUNCIL FOR TEACHER EDUCATION
FOUNDATION, DELHI-NCR CHAPTER**

Organised

**EIGHT DAYS
FACULTY TRAINING PROGRAM (FTP)
"DIGITAL SKILLS FOR EDUCATORS"**

From 1st May-2022 to 8th May-2022

CTEF DELHI-NCR CHAPTER ID NO-81

**EIGHT DAYS FACULTY TRAINING PROGRAM (FTP)
"DIGITAL SKILLS FOR EDUCATORS"
SARASWATI COLLEGE OF PROFESSIONAL STUDIES, GHAZIABAD**

CERTIFICATE OF PARTICIPATION

This is certify that

Nita puri

from

Kantilal khinwasara b. Ed. College pune

has participated in **Eight Days Faculty Training Program on Digital Skills
For Educators** organised from 1st May-2022 to 8th May-2022 in association with
Council for Teacher Education Foundation, Delhi-NCR Chapter.

Patron
Mr. Nirajal Singh
Secretary, Saraswati College

Co-Patron
Dr. Sanjay Kumar
Principal, Saraswati College

Co-Patron
Prof. Satyendra Gupta
Chairperson, CTEF DELHI-NCR

Organising Secretary
Dr. Anita Singh
HOD, Saraswati College



NATIONAL MISSION ON
TEACHERS AND TEACHING
SCHOOL OF EDUCATION

PROVISIONAL CERTIFICATE

SAVITRIBAI PHULE PUNE UNIVERSITY
PUNE

SCHOOL OF EDUCATION

PANDIT MADAN MOHAN MALVIYA NATIONAL MISSION ON TEACHERS AND TEACHING
MHRD, Govt. of India

&
Faculty Development Centre, HRDC, SPPU

This is to certify that, **Jyoti R. Davkhari**, Asst. Prof of **K. K. Bed college** has successfully completed Faculty Development Programme "**Five Days Online FDP On e-content Development for Teachers**" Conducted by School of Education, Savitribai Phule Pune University, Pune in association with Human Resource Development Centre (UGC-HRDC), Savitribai Phule Pune University, Pune from **01st June 2020 to 05th June 2020.**(Contact Session(15Hrs) + Practice Session (15Hrs)→Total 30Hrs.)

[Note: You will receive hardcopy of certificate from UGC- HRDC SPPU, Pune by post]

DR. VAIBHAV JADHAV
COORDINATOR
SoE, SPPU

PROF. (DR) SANJEEV SONAWANE
DEAN, IDS & DIRECTOR
HRDC, SPPU



Ashoka Education Foundation's
Ashoka College of Education, Nashik

Recognized by NCTE and Govt. of Maharashtra and Affiliated to
Savitribai Phule Pune University, ISO 9001:2015 Certified,
Minority Institute (linguistic)

CERTIFICATE

This is presented to

Jyoti R. Daukhar

for the participation in the Multidisciplinary National Level Webinar
organized by IQAC Department

Digital Transformation in Education :
A Forward Approach

Date: 18th June 2020

Certificate No. 2020// «322»

Dr. Ajaykumar Ingale
Principal, ACE

Asst. Prof. Asha Thoke
Vice Principal & IQAC
Coordinator, ACE

Yogesh Mahajan
CEO, DigitalEdu

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SARASWATI COLLEGE OF
PROFESSIONAL STUDIES, GHAZIABAD

In association with

COUNCIL FOR TEACHER EDUCATION
FOUNDATION, DELHI-NCR CHAPTER

Organised

EIGHT DAYS
FACULTY TRAINING PROGRAM (FTP)
"DIGITAL SKILLS FOR EDUCATORS"

From 1st May-2022 to 8th May-2022

CTEF DELHI-NCR CHAPTER ID NO- 696

**EIGHT DAYS FACULTY TRAINING PROGRAM (FTP)
"DIGITAL SKILLS FOR EDUCATORS"
SARASWATI COLLEGE OF PROFESSIONAL STUDIES, GHAZIABAD
CERTIFICATE OF PARTICIPATION**

This is certify that

Asst.Prof.Jyoti Ramdas Davkhar

from

Kantilal Khinwsara B.Ed. College , Thergaon,Pune

has participated in **Eight Days Faculty Training Program on Digital Skills
For Educators** organised from 1st May-2022 to 8th May-2022 in association with
Council for Teacher Education Foundation, Delhi-NCR Chapter.

Patron
Mr. Nirmal Singh
Secretary, Saraswati College

Co-Patron
Dr. Sanjay Kumar
Principal, Saraswati College

Co-Patron
Prof. Salyendra Gupta
Chairperson

Organising Secretary
Dr. Anita Singh

Made for free with Certify em

HAPPY
Teacher's
DAY



This is to certify that

Mr/Ms. Jyoti Ramdas Davkhar

*from Kantilal Kharwarsara college of Education
has actively participated in e-Test on Teacher's Day.*

MKCL Congratulates you for participating in this e-test held in September 2020.

Best of Luck for your future endeavors...



www.mkcl.org/join



SWAYAM ONLINE COURSE CERTIFICATION

*This certificate is awarded to
Mrunalini Shailesh Patil
for successfully completing the 4 credit course
Pedagogy of Teaching English
with a consolidated score of 69%
from the evaluation based on continuous online assessments and the proctored
examination held in month of August 2021.*



Roll No. : MR220111053

This course was offered by Dr. Sudhakar Venukapalli of EFL University, Hyderabad

Marks in Online Assignments		Marks in Proctored Exam		Total Score	
Total	Obtained	Total	Obtained	Total	Obtained
30	28	70	41	100	69

J. B. Nadda
National Coordinator
Consortium for Educational Communication (CEC),
New Delhi



Prof. R. Kishore Kumar
Controller of Examinations (COE)
EFLU University, Hyderabad



Javadekar Educational Consultancy
Services Pvt. Ltd.

D-64, Rahul Complex, 6th Floor, Paud Road, Kothrud, Pune - 411 038.
Tel. : (020) 25452050 • E-mail : jecsl.co@gmail.com • Website : www.jecs.in

Certificate of Participation

This is to certify that Rashmi Patil
of Novel College of DEO
has participated in "FACULTY DEVELOPMENT PROGRAMME"
Seminar/Workshop conducted at Novel Institute of Management Studies.
on 31-3rd June, 2011.

J.P. Zacher

Director

Javadekar Educational Consultancy Services Pvt. Ltd.



Indapur Taluka Shikshan Prasarak Mandal's
Arts, Science and Commerce College, Indapur, Dist. Pune
and
RUSA, Maharashtra and Joint Director Office, Pune Region
Jointly organized



Online Workshop on NAAC
(23rd May 2020)

E-Certificate

This is to certify that **Prof. Mrunalini S. Patil**, Kantilal Khinwasara B.ed. College, Thergaon, Pune. 33 has successfully completed **one day district level online workshop on National Assessment and Accreditation Council (NAAC) on 23rd May 2020**, jointly organized by RUSA, Maharashtra, Joint Director Office, Pune Region and ITSPM's Arts, Science and Commerce College, Indapur, Dist. Pune.

Mr. Sandip Shinde
Coordinator
Online Workshop
ASC College, Indapur

Mr. Viresh Holkunde
Coordinator
IQAC
ASC College, Indapur

Dr. Sanjay Chakane
Convener
Principal
ASC College, Indapur

Dr. Mohan Khatal
Joint Director
Pune Region
Pune



INSTITUTE OF SCIENCE, POONA'S

SWAMI VIVEKANAND COLLEGE OF EDUCATION

Wakad, Pune- 411057.



Certificate

This is to certify that Mr./Miss Muralini S. Patil of _____
K.K. B.Ed. College has been awarded for First / Second / Third /
Consolation Prize / Participated in e-content Development one day Workshop Competition
organised by S.V.C.E. on 12th Jan, 2019

Sushama Dikari
Event Coordinator
S.V.C.E.

B. Dudhade
Dr. Bhagyashree Dudhade
Principal
S.V.C.E.

(49)



Sant Gadge Maharaj Art's, Commerce & Science College, Walgaon &
Aadhar Social Research & Development Training Institute, Amravati.



Jointly published

CERTIFICATE

This is to certify that Prof. / Dr. / Mr. / Mrs. / Ms. Prof. Rashmi Shailesh. Patil

Of.....

has published a paper on..... **Mahatma Jyotiba Phule.**

Monthly Peer Reviewed International Research Journal Special Issue on "Indian Economy In 21st Century Issues
& Challenges & Indian & Western Thinkers" Published on Dated 10 November 2014

Dr. Viraj Gawande
Director
Aadhar Social Research &
Development Training Institute,
Amravati.

Prof. Dr. Sanjay J. Kuthari
Editor (Commerce/Eco)
G.S. Tampe Arts, Com. Sci. College Chandar Bazar
Dist. Amravati

Dr. Dayaneshwar R. Yawale
Editor (Social Sciences)
Sant Gadge Maharaj Art's, Commerce
& Science College, Walgaon



MBD's

Faculty Development Centre
(PAMMNET)
UGC - Human Resource
Development Centre



Savitribai Phule Pune
University



2005101339



This is to Certify that

*Prof. Patil Arunatini Shailesh, Assistant Professor at
Kantilal khinwasara B.ed College Thergaon-pune33, affiliated to
SPPU has participated in Online Short Term Faculty
Development Program On E-Content Development For Teachers
(English) of Five Days (30 contact hours) duration conducted at the
School of Education, Savitribai Phule Pune University Pune
411007 from 01/06/2020 to 05/06/2020 Under the scheme of Pandit
Madan Mohan Malaviya National Mission on Teachers and
Teaching.*


COORDINATOR


DIRECTOR


REGISTRAR



SWAYAM ARPIT ONLINE COURSE CERTIFICATION

This Certificate is awarded to

MRUNALINI SHAILESH PATIL

*For successfully completing the ARPIT course for
Career Advancement Scheme(CAS) promotion*

Refresher Course on Teacher and Teaching in Higher Education

From 1st Dec 2020 to 31st March 2021

With a Grade "B" in the proctored examination held on 21/08/2021

Savitribai Phule Pune University Pune

Authorised Signatory Of Institution (Course Coordinator)
Savitribai Phule Pune University Pune

Authorised Signatory Of AICTE

Date Of Issue : 27/10/2021

ARP20AP18570625580

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ADARSHA SHIKSHAN MANDALI'S
ADARSHA COMPREHENSIVE COLLEGE OF EDUCATION AND RESEARCH,
DR.N.K.UPASANI RESEARCH CENTRE & ALUNMI INITIATIVE
KARVE ROAD, PUNE 411004

STATE LEVEL WEBINAR

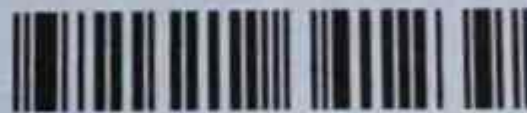
ON

**Practice Lessons & Internship in Covid-19 Scenario:
Challenges & Possibilities**

4TH AUGUST, 2020

CERTIFICATE OF PARTICIPATION

This is to certify that, MRS. MRUNALINI SHAILESH PATIL has participated in the "STATE LEVEL WEBINAR ON PRACTICE LESSONS AND INTERNSHIP IN THE COVID -19 SCENARIO: CHALLENGES AND POSSIBILITIES " organized by ADARSHA COMPREHENSIVE COLLEGE OF EDUCATION AND RESEARCH, DR. N. K. UPASANI RESEARCH CENTRE & ALUNMI INITIATIVE, KARVE ROAD, PUNE.



CERTIFICATE ID: ACCER344

Dr. Charudatta Gandhe
Co-ordinator

Dr. Prasad Joshi
Convener

Dr. Lalita Vartak
Director

COUNCIL OF TEACHER EDUCATION, MAHARASHTRA CHAPTER
&
H. G. M. AZAM COLLEGE OF EDUCATION, PUNE

Jointly Organise
NATIONAL SYMPOSIUM ON
'REFORMATION OF B.Ed CURRICULLUM'

Certificate

This is to certify that Mr. / Ms. Asst. Prof. R.G. Patil
of K.K. B.Ed College of Education Dange Chowk
attended the National Symposium in our College on Friday, 11th July 2014. He / She was relieved from
our College on the same day at 4.00 p.m.

Sunanda Edke
Dr. Sunanda Edke
President, C. T. E.
Maharashtra Chapter

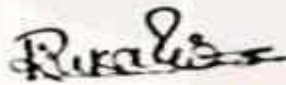


Patil
Dr. Bhushan Patil
Principal,
H G M College of Education, Pune

Certificate of Appreciation

This is to certify that *Mr/Mrs. Prof. Mrunalini Shailesh Patil* from *Khinwasara B.ed college, Thergaon, Pune. 33* has participated in National quiz on Educational Research Methodology successfully. We appreciate your efforts.

Score: 60% Date: 5/25/2020 Certificate no: TVYLDI-CE001227



Prof. Dnyaneshwar Darade. Dr. Santosh Rukari Dr. Narendra Telrandhe Dr. D. M. Gujarathi

Cordinator Staff Academy

Principal, AICESR

Administrator AEF

Director AEF

NATIONAL COVID-19 AWARENESS-CUM-LINGUISTICS QUIZ 2020

Conducted by

The Deptt. of English, Arts, Commerce and Science College, Bodwad

In Collaboration with

The Deptt. of English, Nutan Maratha College, Jalgaon and

The Deptt. of English, Central University, Hyderabad.

Prof./DR./Mr./Miss/Mrs **Prof. Mrunalini Shailesh Patil**

has successfully completed the National COVID-19 Awareness-cum-Linguistics Quiz 2020 with meritorious score by solving all the MCQ on Language, Grammar, Phonology and Morphology which are based on the present universal deadly Coronavirus pandemic and its relative touch with the study of Linguistics.



Mr. Ajay Patil
Member



Dr. Avinash Badgujar
[Assist. Co-ordinator]



Dr. Vinod Chaudhari
[Co-ordinator]



Dr. L.P. Deshmukh
[Principal]
Nutan Maratha College, Jalgaon



Prof. Bhimrao Bhosale
[Subject Expert]
Central University, Hyderabad



Prof. Arvind Chaudhari
[Principal]
Arts, Comm. & Sci. College, Bodwad

Date: 13-6-2020

8RNYGC-CE000424



**Progressive Education Society's
B. Ed. COLLEGE**

Shivajinagar, Pune 411005

&


SAVITRIBAI PHULE PUNE UNIVERSITY




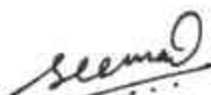
**Jointly organize a State Level Seminar on
OVERVIEW OF SPECIFIC LEARNING DISABILITIES
13th & 14th DECEMBER, 2019**

CERTIFICATE

This is to certify that Prof. /Dr. /Mr. /Ms. Darkhar Jyoti R.
From K.K. B. Ed College, Thergaon, Pune 33.
has Participated / Worked as a Resource Person / Member of organizing committee in the State
Level Seminar on "Overview of Specific Learning Disabilities" Conducted by Progressive Education
Society's B. Ed. College, Shivajinagar, Pune - 5 under Quality Improvement Programme of Savitribai
Phule Pune University.


Dr. Mrs. Trupti Bhalerao
Seminar Coordinator
Progressive Education Society's
B. Ed. College, Pune - 5


Prof. Mr. M. S. Salunke
Visitor
Progressive Education Society's
B. Ed. College, Pune - 5


Dr. Mrs. Seema Damle
Principal
Progressive Education Society's
B. Ed. College, Pune - 5



Savitribai Phule Pune University

School of Education



Department of Lifelong Learning & Extension

Planning Meeting & Seminar on

**National Education Policy 2020: Bridging the
Education Gap through Extension Initiatives**

Certificate of Participation

This is to certify that ~~Shri./Smt./Dr./Prof.~~ **Jyoti Ramdas**
Davkhav

Has attended the Planning Meeting & Seminar on **National
Education Policy 2020: Bridging the Education Gap through
Extension Initiatives** organized by the Department of Lifelong
Learning & Extension, Savitribai Phule Pune University, Pune on
20th October, 2023.

Dr. P. Viswanadha Gupta
Assistant Professor &
Seminar Coordinator


Prof. (Dr.) Vilas Adhav
Director & Head


Kantilal Khinwasara B.Ed.College,Thergaon,Pune-33


College Academic Committee

A/Y-2023-2024


Sr.No	Member Name	Designation
1	Dr.Nirmala Tapkeer	Chairman
2	Asst.Prof.Mrunalini Patil	Secretary
3	Asst.Prof.Nita Puri	Member
4	Asst .Prof.Jyoti Davkhar	Member
5	Asst.Prof.Surekha Rajwant	Member
6	Asst.Prof.Varsha Lambate	Member
7	Asst.Prof.ShailajaChaturvedi	Member
8	Shri.Dinesh Kenjale	Member
9	Shri.Sunil Khandale	Member

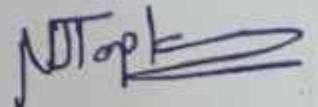
Prof. Patil 

Prof. Chaturvedi 

Prof. Lambate 

Prof. Puri NCPuri

Sunil Khandale 



Principal

Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

Kantilal Khinnwasara B.Ed.College,Thergaon,Pune-33

A/Y-2023-2024


Notice For Academic Committee Members

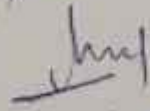
Date-01/09/2023


All Committee Members are informed that meeting of Academic Committee Members is scheduled on 04/09/2023 at 3pm in Principal Madam's Office .So all are requested to attend the meeting.

The Agenda for the meeting is as follows:

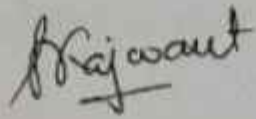
- 1 Regarding Preparation of Academic Calender.
- 2 Regarding reporting of B.Ed.first year.
- 3 Regarding Orientation Program.
- 4 Regarding Result Analysis
- 5 Regarding Practicals

Prof. Patel 

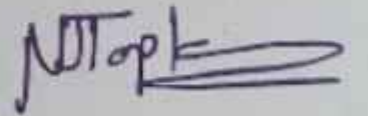
Prof. Dawkhar 

Prof. Chaturvedi 

Prof. Puri NK Puri

Asst. Prof. Suresha Rajwade 

Prof. Lambate 



Principal
Kantilal Khinnwasara B.Ed College
Thergaon, Pune - 411033

Minutes of first meeting held on

1 Regarding Preparation of Academic Calender.

Committee members discussed about preparation of academic calender and discussion about the same is done for smooth functioning of yearly academic activities.

2 Regarding reporting of B.Ed.first year.

It was discussed that proper arrangement should be done for reporting process of new students ,regarding the same duties are assigned to all the staff members for the smooth conduction of reporting.

3 Regarding orientation Program.

In order to make students clear about B.Ed Course and make them clear what exactly they have to do through out the year orientation program is decided also outline of the same is prepared by discussion.

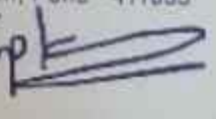
4 Regarding Result Analysis.

Result analysis discussion is done and it is decided that analysis of Result should be done by Exam Dept.and report should be submitted to academic committee and IQAC Committee.

5 Regarding Practicals

Orientation Program of each course study is finalized and concern professors are given instructions by Chairman to provide more options for practicals and wide the horizons of students knowledge.

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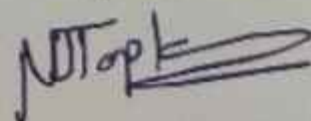
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A/Y-2023-2024

Academic Committee Meeting First Action Taken report

Sr.No	Subject	Action Taken Report
1	Regarding Preparation of Academic Calender	Academic Calender was made with IQAC for smooth functioning of yearly academic activities.
2	Regarding reporting of B.Ed.first year.	Regarding the same duties are assigned to all the staff members for the smooth conduction of reorting of new students.
3	Regarding orientation Program	Make students clear what exactly they have to do through out the year orientation program conducted, also outline of the same is prepared .
4	Regarding Result Analysis.	Analysis of Result done by Exam Dept.and report should submitted to academic committe and IQAC Committee.
5	Regarding Practicals	List of practicals done coursewise and guidance provided to students

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A/Y-2023-2024


Notice For Academic Committee Members

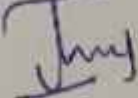
Date-01/12/2023


All Committee Members are informed that meeting of Academic Committee Members is scheduled on 02/12/2023 at 1 pm in Principal Madam's Office .So all are requested to attend the meeting.

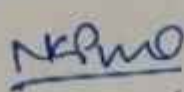
The Agenda for the meeting is as follows:

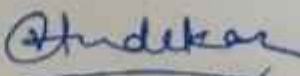
- 1 Regarding Micro-teaching.
- 2 Regarding Practice lessons.
- 3 Regarding planning of cultural activities.
- 4 Regarding Internship Program.
- 5 Regarding planning of Guest Lecture

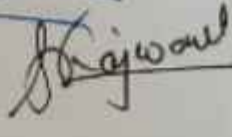
Prof. Petil 

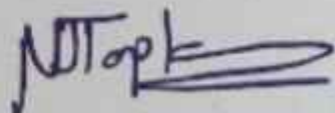
Prof. Dantkar 

Prof. Chaturvedi 

Prof. Nita Puni 

Prof. Varsha Lambate 

Asst Prof. Surekha Rajwade 



Principal

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Kantilal Khinnwasara B.Ed.College,Thergaon,Pune-33

A/Y-2023-2024

Academic Committee Meeting Second Acton Taken report

Sr.No	Subject	Action Taken Report
1	Regarding Micro-teaching.	Proper planning and time table is prepared for micro-teaching. Groups are made and professors are assigned duties regarding the same.
2	Regarding Practice lessos.	Practice lessons planning and schedule is prepared.
3	Regarding planning of cultural activities.	List of cultural activities is done and planning of the same is done.
4	Regarding Internship Program.	Internship incharge collected students data and timetable and schedule of the same is made.
5	Regarding planning of Guest Lectures.	planning of Guest Lectures is done to broaden the horizens of students and professors.

Prof. Petil

Prof. Dawkhav

Prof. Chaturvedi

Prof. Lambate

Asst. Prof. Surekha Rajawat

NTop

Principal

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Minutes of Second meeting held on

1 Regarding Micro-teaching.

About micro-teaching discussion was made and planning of the same is done to develop students teaching skills and prepared them for regular teaching.

2 Regarding Practice lessons.

Practice lesson planning is done and schools for practice lessons are finalised also demos of method masters are planned.

3 Regarding planning of cultural activities.

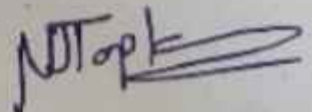
Discussion about planning of cultural activities is done. List of cultural activities is done and discussion about the same is done.

4 Regarding Internship Program.

It was decided that as per students convenience school allotment should be done as well proper guidance should be provided to students and group incharge should take the follow up of internship group.

5 Regarding planning of Guest Lecture.

planning of Guest Lectures is done to broaden the horizens of students and professors as well discussion with IQAC about the same is done.



Principal

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Kantilal Khinnwasara B.Ed.College,Thergaon,Pune-33

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Notice For Academic Committee Members

Date 15/03/2024

All Committee Members are informed that meeting of Academic Committee Members is scheduled on 16/03/2024 at 4 pm in Principal Madam's Office .So all are requested to attend the meeting.

The Agenda for the meeting is as follows:

- 1 Regarding remedial classes
- 2 Regarding Course completion
- 3 Regarding Internal Exam.

Minutes of Third meeting held on

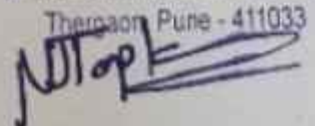
- 1 Regarding remedial classes.

Discussion about the same is done and proper planning of remedial classes is done.proper duties are assigned to subject-teacher for smooth conduction of remedial teaching.

- 2 Regarding Course completion.

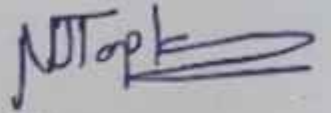
Discussion about first and second year course studies is done.It is decided that status of each course completion status should be coveyed to academis committee.

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3 Regarding Internal Exam.


Planning of Internal Exam is done for the smooth functioning of Internal Exams and it is decided to provide question bank and guidance of each subject to students .

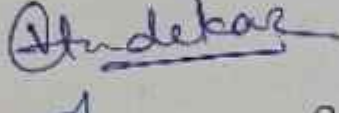


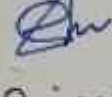
Principal

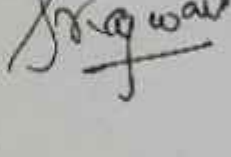
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Prof. Patel. 

Prof. Lambete 

Prof. Chaturvedi 

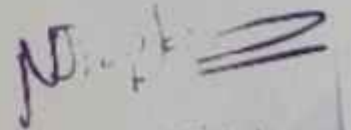
Asst. Prof. Susha Rajwani 

Kantilal Khinnwasara B.Ed.College,Thergaon,Pune-33

A/Y-2023-2024

Academic Committee Meeting Third Action Taken report

Sr.No	Subject	Action Taken Report
1	Regarding remedial classes	proper duties are assigned to subject-teacher for smooth conduction of remedial teaching.
2	Regarding Course completion.	Each course completion status should be covered to academic committee.
3	Regarding Internal Exam	For the smooth functioning of Internal Exams ,question bank and guidance of each subject to students provided.



Principal

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Bharatiya Gyanvardhini Sabha's Kantilal Khinwasara B.Ed. College

Laxman Nagar, Thergaon Pune- 411033.

NCTE Code No. : APW00791/123125

Affiliated to University of Pune



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(M.Sc DCM)

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PRINCIPAL
Dr. Nirmla Tapkeer
(M.A.M.E.d Ph.D) (Edu.)



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PRINCIPAL
Dr. Nirmla Tapkeer
(M.A M.E.d Ph.D) (Edu.)




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