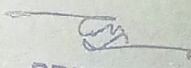


# NATIONAL POLICY ON EDUCATION

1986

PROGRAMME ON ACTION 1992

  
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COLLEGE, MADHUPUR  
(JHARKHAND)

# NATIONAL POLICY ON EDUCATION 1986

PROGRAMME ON ACTION 1992

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सत्यमेव जयते

# National Education Policy 2020

Ministry of Human  
Resource Development

Government of India

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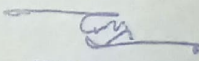
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# National Curriculum Framework for Teacher Education

*Towards Preparing Professional  
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**National Council for Teacher Education  
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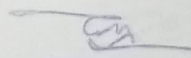
  
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# National Curriculum Framework for Teacher Education

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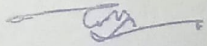
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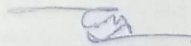
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# DISCRIMINATION BASED ON SEX, CASTE, RELIGION AND DISABILITY

ADDRESSING THROUGH EDUCATIONAL INTERVENTIONS

A HANDBOOK FOR SENSITIZING  
TEACHERS AND TEACHER EDUCATORS



*Developed by*

**NATIONAL COUNCIL FOR TEACHER EDUCATION**



*Under the aegis of*

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# DISCRIMINATION BASED ON SEX, CASTE, RELIGION AND DISABILITY

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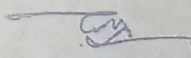
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*Principal*  
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X PLAN GUIDELINES

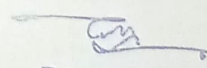
# GUIDELINES

FOR

# HUMAN RIGHTS & VALUES IN EDUCATION



University Grants Commission  
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## SCHEME FOR "HUMAN RIGHTS AND VALUES IN EDUCATION"

### 1. INTRODUCTION

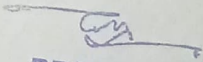
In 1985, the UGC prepared a blueprint for promotion of Human Rights teaching and research at all levels of education. This blueprint contained proposals for restructuring of existing syllabi, and introduction of new courses and/ or foundation courses in Human Rights. This was for students of all faculties at the under-graduate, graduate and post-graduate levels for both professional and non-professional education. The UGC has been promoting and supporting Human Rights and Duties Education in universities and colleges since the IX Plan and the UGC would continue to strengthen this programme in the X Plan, also.

The National Policy on Education has laid considerable emphasis on Value Education by highlighting the need to make education a forceful tool for cultivation of social and moral values. The policy has stated that in our culturally plural society education should factor universal and eternal values oriented towards the unity and integration of our people.

In the present times of unprecedented changes dislocating traditional values and creating conflict between traditional and new values there is a universal concern in respect of erosion of values, promoting values and culture which fit in with the needs of the modern times. This concern is universal but is more acute for our country which has lead its own distinct culture, worked view and a living value tradition. The process of developing in to a modern nation, with new social, political and economic institutions, and with emphasis on science and technology, has thrown up many new value – challenges in all areas of our national life. It is important that we examine these challenges and prepare our youth to face and resolve them.

This scheme has two components

- A. Human Rights and Duties Education
- B. Promotion of Ethics and Human Values

  
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**THE REPORT  
OF THE  
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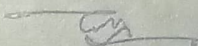
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**VOLUME I**

**CHAPTER-XVIII**



**MINISTRY OF EDUCATION  
GOVERNMENT OF INDIA  
1962**

  
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## CHAPTER XVIII RURAL UNIVERSITIES

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1. A relatively unoccupied Field. 2. The Significance of the Indian Village. 3. The Possibilities of Basic Education. 4. The "Basic Education" Programme. 5. The People's College.

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27. A Distinctive Pattern. 28. Rural Education Councils. 29. Autonomy. 30. Rural University Administration. 31. The Relations between Rural Secondary Schools, Colleges and Universities and the existing Universities. 32. How to get the Rural Education Programme under way. 33. Cooperation, with other Agencies of Government.


# REPORT OF THE EDUCATION COMMISSION

{1964-66}

Comments of  
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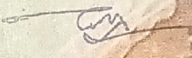


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पी. डी. पाठक  
जी. एस. डी. त्यागी

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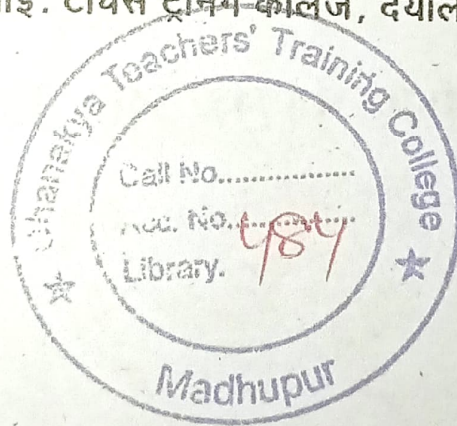
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पी. डी. पाठक, एम. ए. (अंग्रेजी व इतिहास)  
बी. टी., एम. आर. एस. टी. (लन्दन)

एवं

जी. एस. डी. त्यागी, एम. ए., एम. एड.  
लेक्चरर इन एजुकेशन  
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# ***A Handbook of Special Education***



**R.K. NAYAK  
G. NAYAK**

*Educating India, Empowering India*



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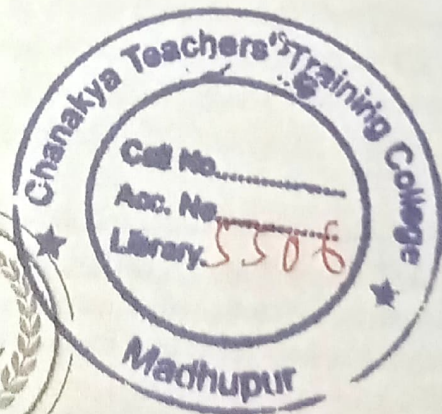
**Prof. R. K.Nayak**

(M.A. in Education, M. Phil. Education  
M.A. in English, M.A. in Philosophy,  
M.A. Journalism and Mass Communication  
M.Ed. Ph.D. (Education)  
Former Professor, BMCE Choudhary Ranbir Singh  
Univeristy, Zind, Haryana  
&  
Associate Professor  
Fakir Mohan University, Vyas Vihar, Balasore, Odisha

&

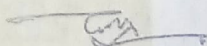
**Mrs. Geetanjali Nayak**

(M.A. in Education, M.A. in Sociology, M. Phil. Education, B.Ed.)



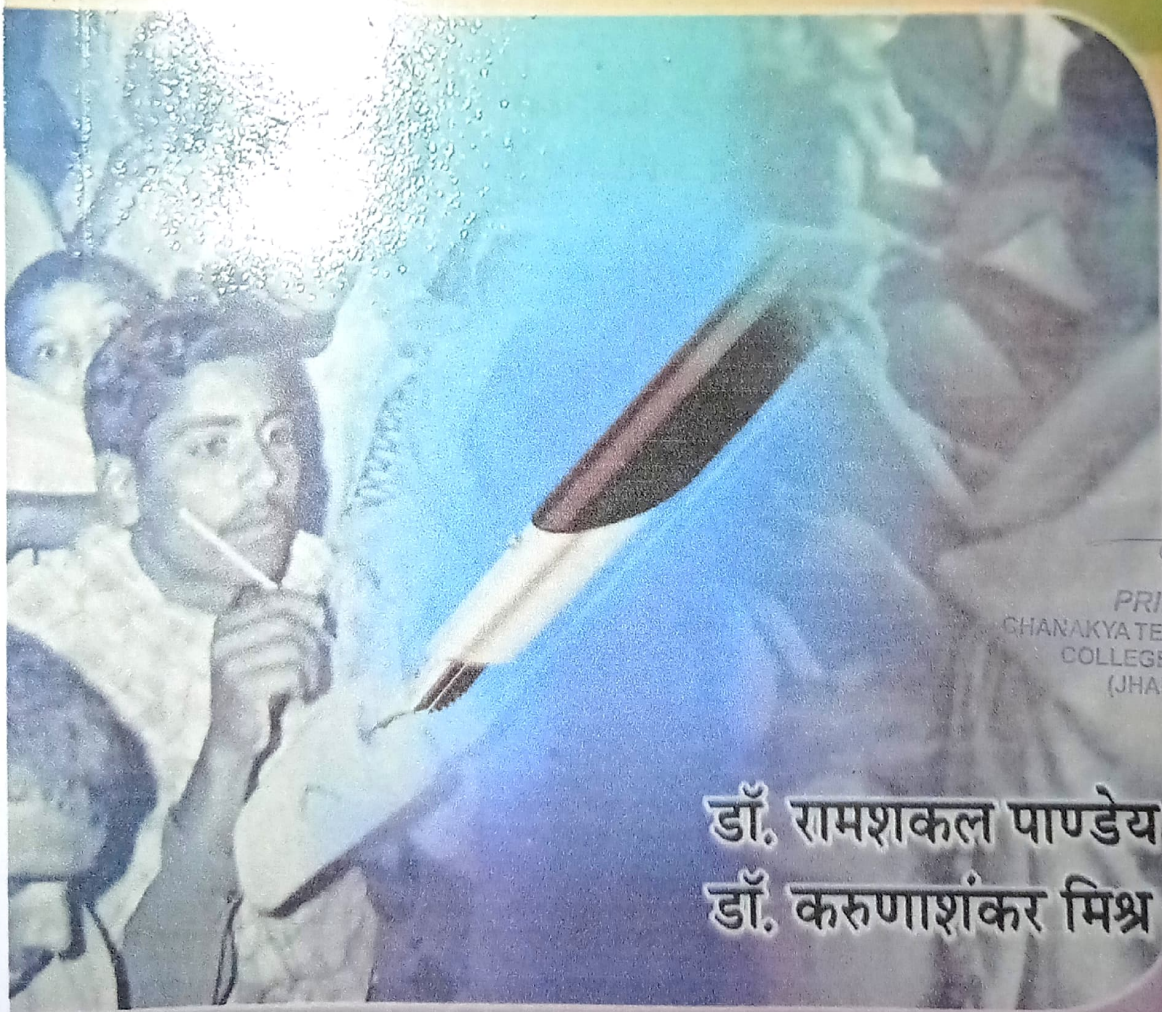
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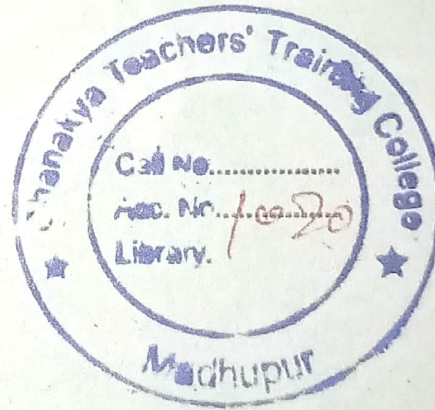


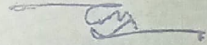
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डॉ. करुणाशंकर मिश्र

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WOMEN EDUCATION

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एस. ए. हन्फी



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## [WOMEN EDUCATION]

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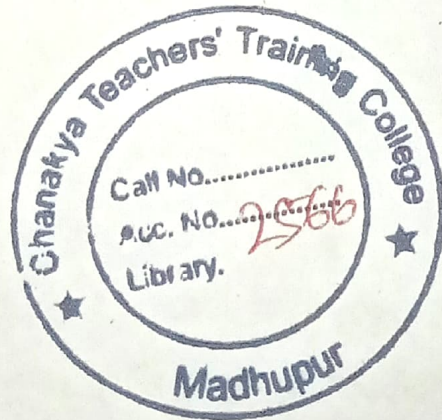
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एस. ए. हन्फी

ज्ञान प्रकाश एजुकेशन कॉलेज, छतरपुर (म. प्र.)



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women education

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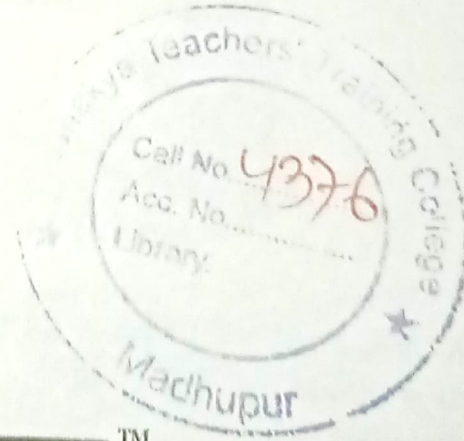
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अमृता सिंह



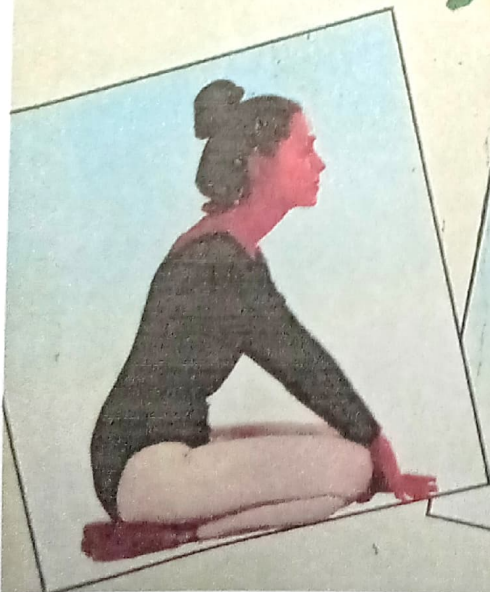
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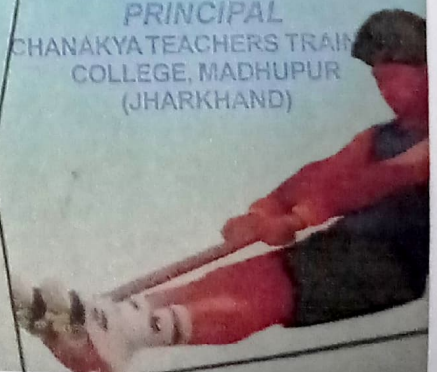
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डा० रमा शर्मा



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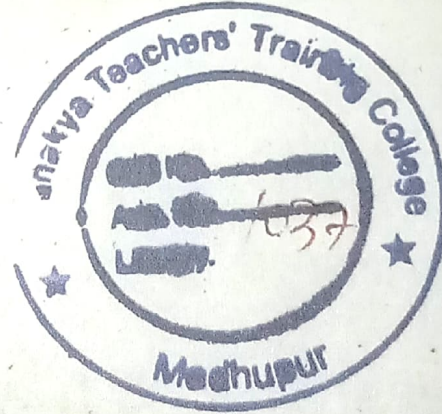
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डॉ० रमा शर्मा

एम० ए०, एम० एड०, पी-एच० डी०

रीडर, शिक्षा संकाय

डी० ई० आई० डीम्ड विश्वविद्यालय, दयालबाग, आगरा



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SCERT झारखण्ड द्वारा अनुमोदित  
नवीनतम् द्विवर्षीय डी.एल.एड. पाठ्यक्रमानुसार

# शाारीरिक् शिक्शा

श्री कृष्ण पटेल

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द्विवर्षीय डी. एल. एड. पाठ्यक्रमानुसार)

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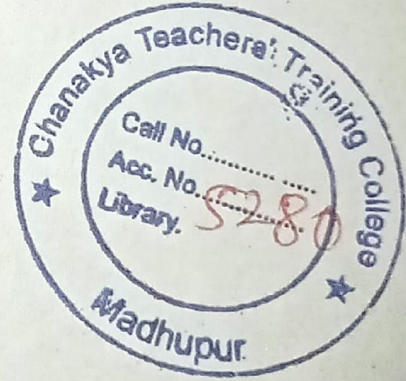
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एम.पी.ई., एम.फिल., पी-एच.डी., नेट, जे.आर.एफ.,

सी.सी.वाई., पी.जी.डी.सी.ए.

प्रवक्ता, शारीरिक शिक्षा,

डी.ए.वी. ट्रेनिंग कॉलेज, कानपुर (उ.प्र.)



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