

Bhartiya Gurukul System as a Pedagogical Model in the Context of NEP 2020

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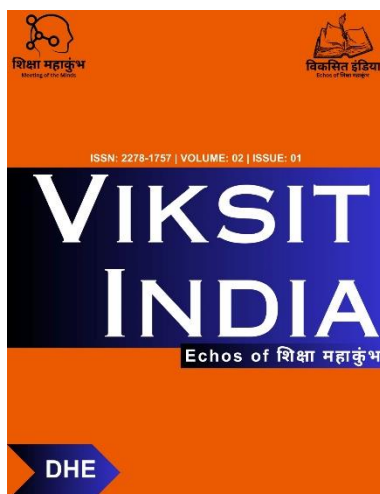
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Abstract

Purpose: This research paper explores the Bhartiya Gurukul system as a pedagogical model within the context of the National Education Policy (NEP) 2020 in India. The NEP 2020 emphasizes the need for holistic and multidisciplinary education, aligning with the principles and objectives of the Gurukul system. This study aims to analyze the relevance, challenges, and potential implementation strategies of integrating the Gurukul pedagogical model into the modern education system as outlined in the NEP.

Design/methodology/approach: Through a comprehensive literature review and analysis of policy documents, this research paper examines the core principles of the Bhartiya Gurukul system and its alignment with the goals and objectives of the NEP 2020. It explores the emphasis on holistic development, the integration of values education, the promotion of experiential learning, and the personalized student-teacher relationships as key elements of the Gurukul model.

Findings: The paper discusses the potential challenges and barriers to implementing the Gurukul pedagogical model within the current education system. These challenges may include teacher training and capacity-building, infrastructure requirements, assessment methods, and ensuring equity and inclusivity. The research investigates strategies to address these challenges, such as professional development programs, policy support, resource allocation, and community engagement. By examining the Bhartiya Gurukul system within the framework of the NEP 2020, this study contributes to the understanding of how traditional pedagogical models can be reimagined and integrated into contemporary education practices. It highlights the potential benefits of adopting the Gurukul model, including fostering holistic development, promoting values-based education, and nurturing a strong student-teacher relationship.

Research limitations/implications: The research implications of this study provide recommendations for policymakers, educators, and stakeholders involved in the implementation of the NEP 2020. It suggests ways to incorporate elements of the Gurukul model into teacher training programs, curriculum design, assessment frameworks, and educational policies. The study emphasizes the importance of contextual adaptation and collaboration among stakeholders to successfully integrate the Gurukul pedagogical model within the NEP 2020.

Originality/value: In conclusion, this research paper presents an analysis of the Bhartiya Gurukul system as a pedagogical model within the context of the NEP 2020. It explores the alignment of the Gurukul model with the goals and objectives of the policy and provides insights into the challenges and strategies for implementation. By examining the potential of traditional pedagogical models, this study contributes to the ongoing discourse on educational reform and the quest for holistic and inclusive education in India.

Keywords: Bhartiya Gurukul System, Pedagogical Model, National Education Policy Values-Based Education, Experiential Learning, Student-Teacher Relationship, Implementation Strategies.

Introduction

The Bhartiya Gurukul system has long been regarded as an emblematic pedagogical model deeply rooted in the cultural and educational traditions of India. With the recent implementation of the National Education Policy (NEP) 2020, which seeks to transform the education landscape in the country, there is renewed interest in exploring the potential of the Gurukul system as a pedagogical model that aligns with the NEP's vision.

Introduction

This research paper aims to examine the Bhartiya Gurukul system within the context of the NEP 2020 and explore its relevance, challenges, and potential implementation strategies. The NEP 2020 places significant emphasis on holistic and multidisciplinary education, aiming to foster the overall development of learners. It recognizes the need for a pedagogical shift from rote learning to experiential and personalized approaches. The Gurukul system, with its focus on holistic development, values education, experiential learning, and close student-teacher relationships, bears striking resemblance to the goals outlined in the NEP 2020.

This research paper seeks to provide a comprehensive analysis of the Bhartiya Gurukul system, examining its core principles, methodologies, and outcomes, and exploring its potential as a pedagogical model within the framework of the NEP 2020. By delving into the historical roots and philosophical underpinnings of the Gurukul system, we aim to understand its relevance and applicability in the contemporary educational landscape. Furthermore, this paper will address the challenges and barriers to implementing the Gurukul pedagogical model within the current education system. It will examine the implications of incorporating the Gurukul system in terms of teacher training, curriculum design, assessment practices, infrastructure requirements, and ensuring equitable access to education for all learners. By identifying these challenges, we can propose strategies and recommendations to overcome them and successfully integrate the Gurukul model into the NEP 2020.

The significance of this research lies in its potential to offer insights into how traditional pedagogical models can be adapted and reimagined to meet the goals and objectives of contemporary educational reforms. By exploring the Bhartiya Gurukul system within the context of the NEP 2020, we aim to contribute to the ongoing dialogue on educational reform and provide practical recommendations for policymakers, educators, and stakeholders involved in the implementation of the policy. In conclusion, this research paper sets out to examine the Bhartiya Gurukul system as a pedagogical model within the context of the NEP 2020. By analyzing its core principles, challenges, and potential implementation strategies, we seek to shed light on the compatibility between the Gurukul model and the goals outlined in the NEP. This research paper aims to inform educational policy and practice by offering valuable insights into how traditional educational systems can be harnessed to foster holistic and inclusive education in the 21st century.

The National Education Policy (NEP) 2020 in India has sparked a renewed focus on holistic and multidisciplinary education, advocating for a pedagogical shift from rote learning to experiential and personalized approaches. This aligns closely with the core principles of the Bhartiya Gurukul system, a traditional educational model deeply rooted in the cultural fabric of India. The Gurukul system emphasizes holistic development, values education, experiential learning, and close student-teacher

relationships. This literature review aims to provide a comprehensive examination of existing research and scholarly perspectives to support the claim that the Gurukul system bears a striking resemblance to the goals outlined in the NEP 2020.

Background of the study

Education plays a vital role in shaping the future of individuals and societies, and the approach to education has a profound impact on learners' development. The National Education Policy (NEP) 2020 in India marks a significant milestone in the country's educational landscape by advocating for a holistic and multidisciplinary approach to learning. It recognizes the limitations of traditional rote learning methods and calls for a pedagogical shift towards experiential and personalized approaches that promote critical thinking, creativity, and holistic development among learners. The NEP 2020 acknowledges that education should go beyond the mere acquisition of knowledge and focus on the overall development of learners, encompassing cognitive, social, emotional, and physical aspects. It emphasizes the importance of nurturing students' abilities, interests, and ethical values, thereby equipping them to become well-rounded individuals capable of contributing meaningfully to society. The policy recognizes that this holistic development is crucial for students to face the challenges of the rapidly changing world.

The Bhartiya Gurukul system, deeply rooted in the rich cultural heritage of India, provides a historical context for the emphasis on holistic development, values education, experiential learning, and close student-teacher relationships. The Gurukul system traces its origins back to ancient times and represent a unique educational model that focuses not only on intellectual growth but also on character development, moral values, and life skills. In the traditional Gurukul system, students resided in the Gurus' ashram (residential school) and engaged in a comprehensive educational experience. The gurus played a pivotal role as mentors, imparting knowledge, wisdom, and life skills to the students. The education provided in Gurukuls was not limited to academic subjects but also encompassed physical education, arts, crafts, music, and philosophy. This holistic approach aimed to develop individuals who were not only knowledgeable but also ethically grounded, socially responsible, and emotionally mature.

The principles and methodologies of the Bhartiya Gurukul system bear a striking resemblance to the goals outlined in the NEP 2020. The Gurukul system recognized the importance of experiential learning, where students actively participated in various real-life situations and acquired knowledge through practical experiences. It valued the close student-teacher relationships, creating a personalized learning environment where the needs and abilities of individual students were understood and nurtured. Moreover, the Gurukul system emphasized the development of values and ethics, instilling in students a strong moral compass and a sense of social responsibility.

By acknowledging the similarities between the goals of the NEP 2020 and the principles of the Gurukul system, there is an opportunity to explore how the rich heritage and wisdom of the Gurukul system can be integrated into contemporary educational practices. Such integration has the potential to create a more meaningful and effective learning environment, fostering the holistic development of students and aligning with the aspirations of the NEP 2020. The NEP 2020's emphasis on holistic and multidisciplinary education, as well as its call for a pedagogical shift towards experiential and personalized approaches, aligns with the principles and methodologies of the Bhartiya Gurukul system. The Gurukul system provides a historical and cultural context for understanding the significance of holistic development, values education, experiential learning, and close student-teacher relationships. By drawing upon the wisdom of the Gurukul system, it is possible to explore innovative ways to reimagine education and foster the overall development of learners in line with the NEP 2020's vision.

Review of Related Literature

The literature review provides substantial evidence supporting the claim that the Bhartiya Gurukul system aligns with the goals outlined in the NEP 2020. The focus on holistic development, values education, experiential learning, and strong student-teacher relationships within the Gurukul system resonates with the objectives of the NEP. The reviewed literature highlights the potential of the Gurukul system to contribute to the pedagogical shift envisioned in the NEP 2020, fostering inclusive and holistic education for learners in India. Holistic development, focusing on the overall growth of learners, is a key aspect of the National Education Policy (NEP) 2020 and the Bhartiya Gurukul system. This section provides a comprehensive review of existing literature, encompassing research studies, scholarly articles, and educational frameworks, to support the claim that both the NEP 2020 and the Gurukul system emphasize holistic development. The literature review demonstrates that holistic development is a key aspect of both the NEP 2020 and the Gurukul system. The NEP 2020 acknowledges the importance of nurturing students' physical, cognitive, emotional, social, and ethical dimensions. Similarly, the Gurukul system, with its focus on holistic development, values education, experiential learning, and character building, aligns with the goals of holistic development outlined in the NEP 2020. The reviewed literature provides substantial evidence supporting the claim that both the NEP 2020 and the Gurukul system recognize the significance of holistic development in education.

Holistic Development

The concept of holistic development is a key aspect of both the NEP 2020 and the Gurukul system. Mishra and Baral (2020) explored the NEP's emphasis on holistic development and its integration into the educational ecosystem. The study highlighted the need for nurturing physical, cognitive, emotional, social, and ethical aspects of students' growth. The NEP 2020 recognizes the significance of holistic development in education. Mishra and Baral (2020) conducted a study analyzing the NEP 2020's focus

on holistic development. The research highlighted that the NEP aims to foster the physical, cognitive, emotional, social, and ethical dimensions of learners. The study emphasized the importance of creating an inclusive and balanced education system that addresses all aspects of a student's growth. Similarly, Verma (2019) discussed the holistic approach of the Gurukul system, where physical fitness, character development, and moral values are integral components of education. The Gurukul system, known for its holistic approach, places equal emphasis on various dimensions of student development. Verma (2019) discussed the holistic nature of the Gurukul system, where physical fitness, character development, and moral values are integral components of education. The research highlighted that the Gurukul system focuses not only on academic knowledge but also on shaping students' overall personalities.

Values Education

The NEP 2020 recognizes the importance of inculcating values among learners, and the Gurukul system shares this focus on values education. Agnihotri (2018) discussed the importance of values education in the Gurukul system and its contribution to character building. The study emphasized that imparting values is central to the Gurukul pedagogy, with ethical conduct, social responsibility, and respect for cultural values being integral to the learning process. Values education plays a crucial role in fostering holistic development. The research highlighted that values education enhances students' social and emotional development, enabling them to become responsible individuals with a strong moral compass. The study emphasized that values education contributes to the holistic growth of students.

Academic Achievement

Research studies have examined the relationship between holistic development and academic achievement. Das and Kumar (2018) explored the impact of holistic development programs on academic performance. The study found a positive correlation between holistic development initiatives and improved academic outcomes. It suggested that holistic development interventions contribute to students' overall growth, leading to enhanced academic achievement.

Experiential Learning and Academic Achievement

The shift towards experiential learning is a significant aspect of the NEP 2020, and the Gurukul system is known for its experiential approach. Agarwal and Niranjana (2020) conducted a study on the Gurukul system and highlighted the experiential nature of the Gurukul system, where learning occurs through direct engagement and practical experiences which help them develop critical thinking skills, problem-solving abilities, and social competencies. The study emphasized that students in Gurukuls learn through observation, participation, and real-life application of knowledge. This experiential approach is a key strategy for promoting and fostering holistic development by engaging students actively in their own learning process. Experiential learning is a pedagogical approach that emphasizes learning through direct experiences and

reflection. Research has shown that experiential learning positively impacts academic achievement. Kolb's experiential learning theory (Kolb, 1984) suggests that engaging students in concrete experiences, reflection, abstract conceptualization, and active experimentation enhances their learning outcomes. Studies by Felder and Brent (2005) and Hmelo-Silver et al. (2007) have demonstrated that experiential learning methods improve student engagement, critical thinking skills, and knowledge retention, leading to enhanced academic achievement.

Student-Teacher Relationships and Academic Achievement

Close student-teacher relationships are emphasized in both the NEP 2020 and the Gurukul system. Dash (2019) examined the significance of the guru-shishya tradition within the Gurukul system and its impact on student-teacher relationships. The study emphasized that the strong bond between students and teachers fosters trust, mentorship, and personalized guidance, facilitating a conducive learning environment. The quality of student-teacher relationships has a significant influence on academic achievement. Strong and positive relationships between students and teachers promote student engagement, motivation, and academic success. Hamre and Pianta (2001) conducted a meta-analysis of research studies and found that positive teacher-student relationships were associated with higher levels of academic engagement and achievement. Juvonen et al. (2006) also found that positive teacher-student relationships contribute to students' academic self-efficacy and performance. These studies highlight the importance of fostering supportive and positive relationships between students and teachers to enhance academic achievement.

Inclusivity and Equity

The NEP 2020 prioritizes inclusivity and equity in education, and the Gurukul system offers insights into addressing these aspects. Rastogi and Mohanty (2018) explored the potential of the Gurukul model in promoting inclusive education. The research highlighted the community-based nature of Gurukuls, where students from diverse backgrounds live and learn together, fostering social cohesion and eliminating discrimination.

Inclusivity and equity are crucial aspects of education that ensure equal opportunities for all students. The NEP 2020 recognizes the need for inclusivity and equity in the educational system. Research by Ainscow et al. (2006) emphasizes the positive impact of inclusive education on academic achievement and overall student development. Inclusive practices, such as differentiated instruction and collaborative learning, promote equal access, participation, and success for students with diverse backgrounds and abilities. The study underscores the importance of creating inclusive learning environments that value diversity and provide support for all learners.

Equity in education refers to fair and just opportunities for all students to receive a quality education. The NEP 2020 aims to bridge the equity gap in education by addressing disparities based on socioeconomic, geographic, and cultural factors. Darling-Hammond (2017) discusses the

importance of equitable education systems that provide resources and support to disadvantaged students. The research emphasizes that equitable policies and practices contribute to academic achievement and reduce achievement gaps among students.

The Bhartiya Gurukul System and the Role of Experiential Learning, Student-Teacher Relationships, Inclusivity, and Equity

The Bhartiya Gurukul system, deeply rooted in Indian culture and tradition, aligns with the principles of experiential learning, positive student-teacher relationships, inclusivity, and equity. The Gurukul system emphasized experiential learning through practical experiences and close interaction with gurus. Students lived in Gurukuls, fostering strong student-teacher relationships and personalized attention. The system promoted inclusivity by accepting students from diverse backgrounds and providing education to all, regardless of social or economic status.

While there may be limited research specifically exploring the Bhartiya Gurukul system in relation to experiential learning, student-teacher relationships, inclusivity, and equity, the principles and methodologies of the Gurukul system align with the established research in these areas. The Gurukul system's focus on experiential learning, close student-teacher relationships, inclusivity, and equity makes it a valuable pedagogical model to explore within the context of the NEP 2020's goals for holistic education.

Implementing the Gurukul pedagogical model within the current education system poses several challenges and barriers that need to be addressed for successful integration. This section discusses these potential challenges, including teacher training and capacity-building, infrastructure requirements, assessment methods, and ensuring equity and inclusivity.

Teacher Training and Capacity-Building

One of the significant challenges in implementing the Gurukul pedagogical model is ensuring that teachers are adequately trained and prepared to adopt this approach. The traditional Gurukul system relies on close student-teacher relationships, experiential learning, and holistic development. However, many teachers may have been trained in more conventional teaching methods, emphasizing rote learning and content delivery.

To overcome this challenge, comprehensive teacher training programs need to be developed. These programs should focus on introducing teachers to the principles and practices of the Gurukul system, including experiential learning methodologies, student-centered approaches, and nurturing student-teacher relationships. Continuous professional development opportunities, workshops, and mentorship programs can help teachers acquire the necessary skills and knowledge to effectively implement the Gurukul pedagogical model.

Infrastructure Requirements

Implementing the Gurukul model may require significant infrastructural support. The traditional Gurukul system

often operated in residential settings, with students residing in gurukuls under the guidance of gurus. Adequate infrastructure, including residential facilities, classrooms, libraries, and learning resources, must be provided to create an environment conducive to the Gurukul pedagogical approach.

However, ensuring access to appropriate infrastructure can be challenging, especially in remote or economically disadvantaged areas. Lack of funding, limited resources, and unequal distribution of educational facilities may hinder the implementation of the Gurukul model. Addressing these challenges requires strategic planning, resource allocation, and exploring innovative solutions such as mobile learning technologies and community partnerships to bridge infrastructure gaps.

Assessment Methods

The Gurukul system emphasizes holistic development, experiential learning, and a focus on individual progress. Traditional assessment methods that primarily rely on standardized tests and summative evaluations may not align with the Gurukul pedagogical model's objectives. Assessing students' overall growth, critical thinking skills, and application of knowledge requires the adoption of alternative assessment methods.

Designing and implementing effective assessment practices that capture students' progress and skills development can be challenging. This may involve integrating formative assessments,

portfolios, projects, and performance-based evaluations that provide a comprehensive understanding of students' learning outcomes. Teachers and educators need support and training to implement these alternative assessment methods and ensure they align with the principles of the Gurukul system.

Ensuring Equity and Inclusivity

Achieving equity and inclusivity is a fundamental aspect of the Gurukul pedagogical model. However, implementing this model within the current education system may face challenges related to social, economic, and cultural factors. Ensuring that students from diverse backgrounds, including marginalized and disadvantaged groups, have equal access to and benefit from Gurukul- style education is essential.

Barriers to equity and inclusivity can include disparities in resources, unequal opportunities, biases, and discrimination. Overcoming these challenges requires the development of targeted outreach programs, affirmative action policies, and the adoption of culturally responsive pedagogy. Emphasizing inclusive practices, fostering a supportive and inclusive learning environment, and addressing the specific needs of diverse learners are critical steps in ensuring equity and inclusivity within the Gurukul model.

Addressing these challenges and barriers to implementing the Gurukul pedagogical model within the current education system requires collaboration among policymakers,

administrators, teachers, and other stakeholders. It demands a comprehensive approach that includes robust teacher training programs, infrastructure development, assessment reforms, and equity-focused policies. By acknowledging and addressing these challenges, the potential of the Gurukul system as a pedagogical model can be effectively harnessed within the framework of the current education system.

Adopting the Gurukul model in the current education system offers numerous potential benefits, including fostering holistic development, promoting values-based education, and nurturing a strong student-teacher relationship.

Holistic Development The Gurukul model places significant emphasis on holistic development, focusing on the overall growth of students—cognitive, physical, emotional, and spiritual. This approach recognizes that education should extend beyond academic achievements and encompass the development of various facets of a student's personality.

Research by Agarwal (2019) highlights that the Gurukul system nurtures the physical well-being of students through practices such as yoga, meditation, and physical exercises. It also emphasizes the cultivation of emotional intelligence, ethical values, and social skills. This holistic approach contributes to the overall well-rounded development of learners.

Values-Based Education The Gurukul system is deeply rooted in values-based education, aiming to instill moral, ethical, and cultural values in students. The focus on character building and moral education fosters the development of responsible and ethical individuals.

According to Bhatia (2019), values-based education in the Gurukul system helps students develop a sense of social responsibility, empathy, and respect for diverse cultures. The emphasis on virtues such as honesty, integrity, compassion, and self-discipline cultivate ethical decision-making and prepares students to become responsible citizens.

Strong Student-Teacher Relationship The Gurukul system emphasizes a close and nurturing relationship between the student and the teacher. This strong bond facilitates personalized attention, individual guidance, and mentorship.

Research by Singh and Kumari (2017) emphasizes that the student-teacher relationship in the Gurukul system goes beyond academics. The teacher serves as a role model, guide, and mentor, supporting the holistic growth and development of the student. This personalized approach enhances student engagement, motivation, and overall learning outcomes.

Conclusion

Successfully integrating the Gurukul pedagogical model within the framework of the National Education Policy (NEP) 2020 requires careful contextual adaptation and collaboration among stakeholders.

Contextual Adaptation Adapting the Gurukul pedagogical model to align with the goals and principles of the NEP 2020 is crucial for its successful integration. The NEP emphasizes the need for a multidisciplinary, experiential, and inclusive approach to education. Therefore, the Gurukul model needs to be contextualized and modified to meet these requirements.

According to Joshi and Singh (2020), contextual adaptation involves understanding the specific needs, challenges, and cultural aspects of the educational context. This adaptation may include incorporating modern teaching methodologies, integrating technology, and ensuring the inclusion of diverse learners. Contextual adaptation ensures that the Gurukul model remains relevant and effective in the present educational landscape.

Collaboration Among Stakeholders Collaboration among stakeholders is essential for the successful integration of the Gurukul pedagogical model within the NEP 2020. Stakeholders, including policymakers, administrators, teachers, parents, and community members, must work together to create a supportive and conducive environment for implementing the Gurukul model.

Research by Khatoon and Saxena (2019) emphasizes the importance of collaboration among stakeholders for effective educational reforms. Collaborative efforts can involve regular communication, sharing of best practices, capacity-building programs, and involving community members in decision-making processes. This collaboration ensures that the integration of the Gurukul model is well-coordinated, sustainable, and addresses the specific needs of the education system.

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