



One day National Webinar on

NEP 2020: It's Implications for Promoting Indian Art, Culture and Heritage



27th September 2020

Organized by

Department of ANTHROPOLOGY
Rajiv Gandhi University
Doimukh, Arunachal Pradesh, India



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Organizing Committee

Chief Patron:



Prof. Saket Kushwaha, Vice Chancellor, RGU

Patrons:



Prof. Amitabh Mitra, Pro- Vice Chancellor, RGU



Dr. N. T. Rikam, Register, RGU



Prof. Tomo Riba, Former Registrar (i/c), RGU

Moderator:



Prof. Sarit K Chaudhuri, Professor, Anthropology



Conveners:



Prof. H Vokendro Singh, HoD, Anthropology



Dr. Md. Asghar, Asst. Prof. Anthropology

Members:



Dr. Radhe Amung, Asst. Prof. Anthropology



Dr. Dhritiman Sarma, Asst. Prof. Anthropology



Acknowledgements

We are grateful to our Honourable Vice Chancellor, Prof. Saket Kushwaha for keeping confidence on the members of the department of Anthropology, Rajiv Gandhi University, Arunachal Pradesh to organize such a valuable webinar on “as part of the series which RGU decided to organize as per the advice of the Ministry of Education, Government of India. In spite of huge humanitarian crisis emerged out of sudden Pandemic outburst, Prof. Kushwaha remained instrumental to ensure that we received all necessary supports for organizing such a national level webinar which received excellent response from various stake holders which includes the people of Arunachal Pradesh who really matters in successful implementation of NEP2020.

We are equally grateful to our esteemed Pro-Vice Chancellor, Prof. Amitabh Mitra and Dr. N. Rikam, Registrar, RGU for their constant support and active involvement throughout the webinar. We are highly obliged to Deans of various faculties, Heads of the Departments of RGU and large number of participants representing various universities and other institutions of our nation.

As an organizer of national webinar, we feel honored that Prof. Amareswar Galla, who is known across the world in the field of Heritage studies, accepted our invitation and agreed to delivered on the theme. We are equally grateful to Ms. Rige Shiba, from National Museum, New Delhi, for accepted our invitation and her deliberation added immense value for understanding local context. Most important Ms. Shiba is the first museum education officer from the state of Arunachal Pradesh who received extensive international exposure in the field of contemporary museum tradition and practices.

We like to officially place in record the active participation of the members of Directorate of Higher and Technical Education, Government of Arunachal Pradesh who are one of the prime-implementing agency/ stakeholder for NEP2020. Thanks to Prof. H. Vokendro Singh, HOD, Anthropology, as well as Dr. M. Asghar, Assistant Professor of Anthropology as the conveners of the programme. Dr. Radhe Amung, Assistant professor, extended prime help in taking critical notes of the presentations as well as preparation of the Seminar report.

Prof. Sarit K. Chaudhuri
Moderator of National webinar & Founder professor of the department of Anthropology, RGU



Executive Summary

The new education policy (NEP 2020) aims at providing to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

One of the fundamental principles that will guide both the education system at large, as well as the individual institutions within it is a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions. NEP laid down the principle philosophies as well as distinctive focal themes to achieve the goal it has set within a time frame. The document, under the theme “Other Key Areas of Focus” highlights the need for Promotion of Indian Languages, Arts, and Culture in order to make this NEP inclusive in nature.

We like to mention some of the prime areas of concerns which we tried to address through one day webinar titled “NEP 2020: It’s Implications for the Indian Art, Heritage and Culture”. These areas are:

1. India is a treasure trove of culture-developed over millennia and manifested in the form of heritage sites, and more. Crores of people from around the world partake in, enjoy, and benefit from this cultural wealth daily, in the form of visiting India for tourism, experiencing Indian hospitality, purchasing India’s beautiful handicrafts and handmade textiles, reading the classical literature of India, practicing yoga and meditation, being inspired by Indian philosophy, participating in India’s unique festivals, appreciating India’s diverse music and art, and watching Indian films, amongst many other aspects. It is this cultural and natural wealth that truly makes India, “Incredible India”, as per India’s tourism slogan. The preservation and promotion of India’s cultural wealth must be considered a high priority for the country, as it is truly important for the nation’s identity as well as for its economy.
2. The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can



build a positive cultural identity and self-esteem. Thus cultural awareness and expression are important contributors both to individual as well as societal well-being.

3. The arts form a major medium for imparting culture. The arts - besides strengthening cultural identity and awareness, and uplifting societies - are well known to enhance cognitive and creative abilities in individuals and increase individual happiness from early childhood and through adulthood. The happiness / well-being and cultural identity of individuals are form important reasons that Indian arts of all kinds must be promoted and offered to students at all levels of education, starting with early childhood education.
4. A number of initiatives at the pre-primary through secondary school level need attention : a greater emphasis on music, arts, and crafts throughout all levels of school; the hiring of outstanding local artists, writers, crafts persons, and other experts as specialized instructors in various subjects of local expertise; accurate inclusion of traditional Indian knowledge (including tribal and other local knowledge) throughout the curriculum, across the humanities, sciences, arts, crafts, and sports, whenever relevant; and a much greater flexibility in the curriculum, especially in high school and in higher education, so that students can choose the ideal balance among courses for themselves to develop their own creative, artistic, cultural, and academic paths.
5. To enable these key initiatives, a number of further actions will be taken in tandem at the higher education level and beyond. First, to develop and teach many of the courses of the type mentioned above, an excellent team of teachers and faculty will have to be developed. Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, philosophy, archaeology, etc. across the country will be launched and developed, and degrees (including dual 4-year B.Ed. dual degrees) will be developed in these subjects. Outstanding local artists and crafts persons will be hired as guest faculty to promote local music, art, languages, and handicraft.
6. High-quality programmes and degrees in Art and Museum Administration, Artifact Conservation, Graphic Design, and Web Design within the higher education system will also be created. Advanced countries the world over all have strong programmes in these areas; India must urgently develop such programmes as well -in order to preserve and promote its art and culture, develop high-quality materials in various Indian languages, conserve artifacts, develop highly qualified individuals to curate and run museums and heritage/tourist sites - thereby also vastly strengthening the tourism industry.
7. Creating such programmes in higher education, across the arts, languages, and humanities, will also come with expanded high-quality opportunities for employment that can make effective use of these qualifications. There are already hundreds of Academies, museums, art galleries, and heritage sites in dire need of qualified individuals for their effective functioning. As positions are filled with



suitably qualified candidates, and further artifacts are procured and conserved, additional museums, galleries, and heritage sites may open to expand this important component of India's tourism industry and heritage conservation efforts.

Keeping this above backdrop within the cognitive frame, the Department of Anthropology, RGU, organized the one-day webinar where Prof. Saket Kushwaha, VC, RGU, remained as the Chief architect and even chaired the whole session; Prof. Amitabha Mitra, PVC, and Registrar, Dr. N. T. Rikam remained active participants and expressed their views about the theme and its implications. Prof. N. Sreedharan, Director of SPA, Bhopal, joined as the Chief-Guest whereas Prof. Amareswar Galla, an internationally acclaimed scholar from Anata National University, Ahmedabad and Ms. Rige Shiba, of National Museum, New Delhi, delivered very meaningfully on the theme keeping a special focus on Art, Culture and Heritage scenario of Arunachal Pradesh which is essentially a tribal state of India.

About 200 participants registered from different parts of India and more than 100 participants took active part in the webinar and raised multiple issues which both the resource persons explained taking examples from local, regional, national as well as global contexts.

Prof. Saket Kushwaha, Vice Chancellor of RGU, as a Chairman of the academic session categorically opined, "RGU is committed to take note of the above NEP and will discuss with relevant departments like, Anthropology, AITS, Fine and Visual Arts etc., so that various meaningful courses can be initiated in course of time relating to Tribal art, music, dance etc., keeping the Arunachal as well as NE tribes within the primary focus. Even we can explore the possibilities of courses on museology, heritage and performance studies, which will enhance the skill of local population leading to promotion of Tribal Art, Culture as an alternative HERITAGE of our Nation which deserves URGENT ATTENTION in 21st Century".

University authority as well as Prof. N. Sreedharan, Chief-Guest, collectively expressed that the valuable suggestions or action points emerged out of the national webinar would be taken in to serious consideration by the Directorate of Education, Government of Arunachal while implementing NEP2020.



Part 1: Preface

1.1 About Host Institution

a. The University

Rajiv Gandhi University (formerly Arunachal University) is the premier institution for higher education in the state of Arunachal Pradesh. Late Smt. Indira Gandhi, the then Prime Minister of India, laid the foundation stone of the university on 4th February 1984 at Rono Hills, where the present campus is located. Since then Rajiv Gandhi University has carved a niche for itself in the educational scenario of the country following its selection as a University with potential for excellence by a high-level expert committee of University Grants Commission from among universities in India. The University was converted into a Central University with effect from 9th April 2007 as per notification of Ministry of Human Resource Development, Government of India.

The University is located atop Rono Hills on a picturesque tableland of 302 acres overlooking the river Dikrong. It is 6.5 km away from the National Highway 52-A and 25 km away from Itanagar, the State capital. The campus is linked with the National Highway by a Dikrong bridge. The teaching and research programmes of the University are designed with a view to play a positive role in the socio-economic and cultural development of the State. The University offers Under Graduate, Post-Graduate, M. Phil and Ph.D. programmes.

b. Department of Anthropology

Department of Anthropology has been formally started as an independent department within Rajiv Gandhi University from 1st June 2012 with the joining of Prof. Sarit K. Chaudhuri as the founding head of the department. This has followed by the joining of three Assistant Professors, Dr. Dhritiman Sarma, Dr. Md. Asghar and Ms. Radhe Amung and subsequently Prof. H Vokendro Singh as Professor, representing three fundamental branches of Anthropology. However, the Post Graduate Course in Anthropology actually began in 2001 as part of academic programmes in Arunachal Institute of Tribal Studies (AITS). Department of Anthropology is now offering MA, MPhil and PhD courses.

1.2 Background: About the Issue

1.3 Objectives



1.4 **Expected Outcomes**

1.5 **Themes and Sub-Themes**

Theme: Implications of NEP 2020 for Promoting Indian Art, Culture and Heritage

Sub-themes:

1. NEP: The Praxis of Applied Indigenous Heritage
2. Museums no Longer an Accidental Discovery: Exploring Prospects in Arunachal Pradesh

1.6 **Resource Persons**

a. **Prof. Amareswar Galla**

Director, International Centre for Inclusive Cultural Leadership (ICICL)
Anant National University, Ahmedabad



Professor Dr. Amareswar Galla (Amar) is Professor of Inclusive Cultural Leadership, Dean of Faculty Development and Leadership & Director, International Centre for Inclusive Cultural Leadership (ICICL), Anant National University, Ahmedabad, India. He was for the past four years the Chief Curator, Amaravathi Heritage Village (birthplace of Mahayana Buddhism) India. An alumnus of the Jawaharlal Nehru University, New Delhi and Australian National University, Canberra, he was formerly full Professor of Museum Studies, University of Queensland, Brisbane and prior to that full Professor of Sustainable Heritage Development at the Australian National University, Canberra. ICICL consolidates his extensive work as the Founding Executive Director, International Institute for the Inclusive Museum, Australia/India/USA and Founding Member of the prestigious UNESCO UNITWIN Network ‘Culture, Tourisme, Développement’ Université Paris 1 Panthéon-Sorbonne, Paris. His extensive publication record ranges from World Heritage: Benefits Beyond Borders, Cambridge University Press & UNESCO Publishing, 2012 (French



and Korean translations 2013) to Heritage Curricula and Cultural Diversity, Prime Minister & Cabinet, Australia, 1993. UNESCO Accredited Facilitator, 2003 Intangible Heritage Convention & UNESCO Expert, 2015 Museum Recommendation; 1970 & 1972 Conventions; Former Vice President, ICOM, Paris & former President ICOM of the Asia Pacific, Paris, Prof Galla is a Salzburg Global Fellow and the only Asian to win the European Best in Heritage Award. (a.galla@yahoo.com.au; <http://inclusivemuseums.org/>)

b. Ms. Rige Shiba

Museum Education Officer, National Museum, New Delhi



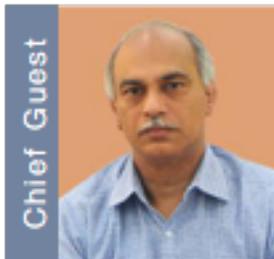
Rige Shiba is currently working as the Museum Education Officer, National Museum. Ms. Shiba along with team Education is responsible for overall educational programs at National Museum. She handles National Museum's Access Project. In 2015 she conceptualized and developed Anubhav: A tactile Experience Gallery for People with Disabilities. This initiative was undertaken in collaboration with UNESCO. She has successfully designed various learning programmes including Playtime at National Museum; Indian & the World Exploration Bag; Touch and learn sessions; Interactive trail booklets; Young archaeologist; Meet a Museum doctor; A day at the museum, among others. Rige graduated from Delhi University with a Bachelor's Degree in History and later completed her MA in Museology from the National Museum Institute, New Delhi. In 2013, she received the Charles Wallace India Trust funding to participate in the International Training programme (ITP) for Museum Personnel, an annual programme conducted by the British Museum, London. She has also received the Ministry of Cultural, Sports and Tourism of the Republic of Korea and the Korean Foundation of International Cultural Exchange funding, during her five months residential programme under the Cultural Partnership Initiative. Rige is also associated with the youth Library Movement in the interiors of Lohit District, Arunachal Pradesh. The libraries carry a



reading campaign conducted by young reader-activists and volunteers in the region with story-telling & reading sessions, book-contests, recitations and skits in English, Hindi and Arunachali tribal languages and book exhibitions.

c. Dr. N. Sridharan

Director, School of Planning and Architecture, Bhopal



Prof. Dr. N. Sridharan is currently with School of Planning and Architecture, Bhopal, as its Director and School of Planning and Architecture New Delhi as a Director (Additional Charge). He is Chairperson of the Educational Standing Committee of the professional body of Institute of Town Planners' India and one of the Vice-Presidents of Regional Science Association, India. Earlier, he was Director of School of Planning and Architecture-Vijayawada, and worked with School of Planning and Architecture, New Delhi as a Professor. Dr. Sridharan has more than 33 years of experience in the field of Urban and Regional Planning. He holds a Master's Degree in Economics, Urban and Regional Planning, Town & Country Planning (Poland) and Financial Management in addition to a Doctoral Degree from RMIT, Australia in the field of Urban Planning. He has published widely in national and international journals in the fields of Urban Governance & finance, Peri-Urban Development, rural development and Spatial Data Infrastructure. Dr. Sridharan has been a visiting researcher at the University of Cologne in Germany, University of Florence, Italy, University of Paris, University of Amsterdam and University of Twente (ITC-Enschede), The Netherlands, and, International Institute of Ecology (IOER), Dresden, Germany. He has been honoured by many Indian and foreign universities on many occasions. His area of interest includes urban governance and finance, Peri-Urban Development, Rurban Cluster Planning, Corridor Development and Urbanisation, Urban Land Markets, poverty and sustainability, and, Spatial Data Infrastructure



1.7 Target Population

Assistant professors/ lecturers, post-doctoral/ doctoral scholars, scholars/ researchers and officers working in the department or related to educational sectors.

1.8 Budget

SN	Particulars	Amount (INR)
1	Remuneration to Prof. Amareswar Galla	1500/-
2	Remuneration to Ms. Rige Shiba	1500/-
	Total	3000/-

Total Expenditure: **Rupees Three thousand only**

1.9 Modus Operandi

The Programme was conducted online through Zoom Meeting platform.

Part 2: Session wise Deliberations

2.1. Inaugural Session:

- One day National webinar was conducted by department of Anthropology, Rajiv Gandhi University (RGU) on 27th Sept' 2020.
- The webinar aimed to understand and address the implication of NEP 2020 in terms of promoting Indian Art, Culture and Heritage. It mainly attempted to understand and come out with strategies and recommendations for developing state specific educational policy keeping in background the larger framework of NEP 2020 which helps in promoting Indian Art, Culture and Heritage in general and more specific to Arunachal Pradesh.



- The inaugural session was attended by Prof. Saket Kushwaha, Honorable Vice Chancellor of Rajiv Gandhi University attended as Chairman of the program and Pro-Vice Chancellor; and also joined by Prof. A. Mitra who shared his vision about the theme of the webinar. The program was also graced by Prof. N Sridharan, Director, School of Planning and Architecture, Bhopal, as the Chief Guest, along with many other eminent personalities and scholars who represented various universities and other institutions of our nation including the representative directorate of Education, Government of Arunachal Pradesh.
- At the beginning of the program while welcoming the gathering, Prof. Sarit K. Chaudhuri, as a moderator, briefly explained the concept and the scope of the webinar in the context of Arunachal Pradesh. He specifically reminded the book titled ‘Philosophy for NEFA’ which was written by legendary anthropologist, Verrier Elwin in 1957 that was the first vision document for the then NEFA. He added that it contains a chapter called ‘Cultural Aims of NEFA’ which still makes sense in 2020 and this book needs a serious retrospection while bringing reforms in education sector in present Arunachal Pradesh which has experienced a huge transformation from NEFA days.

2.3 Technical Session:

Two eminent resource persons, Prof. Amareswar Galla, Director for International Centre for Inclusive Cultural Leadership (ICICL), Anant National University, Ahmadabad and Ms. Rige Shiba, Museum Education Officer, National Museum, New Delhi were invited as speakers for the program. While delivering their lecture on the NEP 2020, both the speakers came out with some very pertinent points and suggestions which can be largely beneficial for developing Educational Policy in specific to Arunachal Pradesh keeping in mind larger framework of NEP 2020 as the background. Both the speakers while appreciating the incorporation of the elements of Indian Art, Culture and Heritage in the NEP, 2020; also emphasized on the importance of state specific curriculum in the context of



Arunachal Pradesh for which certain recommendation and suggestion are given.

2. 3. A First Technical Session:

- First technical session was addressed by Prof. Prof. Amareswar Galla, Director for International Centre for Inclusive Cultural Leadership (ICICL), Anant National University, Ahmadabad

- Prof. Galla while hinting on the role of higher learning institute made a point that Rajiv Gandhi University being a lone central University of Arunachal Pradesh should come out with own educational policy in specific to Arunachal Pradesh while keeping in background the larger framework of NEP 2020. All the learned faculty members of University and learned bodies of State should sit together, debate and discuss for the better, new educational policy for the state. The approach should be guided by policy to bridge the inter-generational gap and should have multidisciplinary approach. The idea to bridge inter-generational gap should be in the line to promote Art, Culture and Heritage of Arunachal Pradesh. Prof. Galla made a point that India has vast linguistic diversity and that remains as one of the big challenge for NEP 2020. However, this can also remains as an advantage if trio-language module is introduced in educational institutes of every state and likewise in Arunachal Pradesh. Special emphasis should be given to linguistic diversity for which special provision and curriculum to be set up in institutional level to promote and preserve endangered languages in the context of Arunachal Pradesh. He also mentioned that there is a dire need for re-orientation of Indian mind set and need to diverge from the ideals of colonial supremacy. Complete change in the research and teaching approach is needed for which colonial hangover in Indian Education System needs to be shed off.



- Prof. Galla also said that Arunachal Pradesh has rich culture and heritage and that should be reflected in the new curriculum as part of NEP 2020. At times many of us are unaware of the richness and diversity of our own country. So, as a part of new education policy there is a need for inter- state educational exchange program and visit to different states to be incorporated in the new education policy of 2020. This will help in creating awareness of each other’s rich cultural heritage, which many of us at times fail to know. Hence, develop respect for the diversity of each state in terms of art and culture. This becomes more relevant for state like Arunachal Pradesh because of its location in the easternmost part of India. Being one of the youngest states of India, Arunachal Pradesh has been experiencing geographical isolation since the time of state formation in 1987. And also because of its unique bio-cultural diversity, which is different from rest of the India, it remains aloof to the other part of India in manifolds. The policy makers at the center could not locate a sense of integration within the rich culture and heritage of Arunachal Pradesh. However, the NEP 2020 gives an opportunity for more inclusive policy. The rich culture and heritage of Arunachal Pradesh may be reflected in the curriculum of NEP 2020 in various possible ways.

2. 3. B. Second Technical Session:

- The second technical session was addressed by Ms. Rige Shiba, Museum Education Officer, National Museum, New Delhi.
- Miss Rige Shiba addressed on the importance of extensive and intensive learning module as part of NEP 2020 for which she emphasized on the importance of Museum as an institute of learning in specific to Arunachal Pradesh. Ms Riga said that apart from traditional concept of museum, the idea to build community museum is important for the promotion of art and culture in Arunachal Pradesh. This is possible only with the involvement of community in Arunachal Pradesh, which has such vast diversity in state



itself. Community Museum can play effective role in the preservation of tangible and intangible heritage and thus can contribute immensely in the education system of Arunachal Pradesh. Very interestingly, she talked about the concept of Portable Museum Box which can work in a great way for imparting knowledge in far flung village schools of Arunachal Pradesh.

- Miss Rige said that museum can play an important role in safeguarding the rich art and culture of Arunachal Pradesh for which efficient module and following approach is very important: Cohesive learning enriched by bridging the gap between formal and non-formal set up; Activities and experimental pedagogies for all age group; Pro-active outreach initiatives by team Museum and Team school. There is need to revive the concept of Museum amongst people of Arunachal Pradesh. Importantly, Ms Rige said that most of the museums in Arunachal Pradesh have been remaining defunct and redundant since quite long which needs to be revived as Museum can play a great role in the holistic development and restructuring of education policy in Arunachal Pradesh. She also narrated the example of REWATCH museum located at Roing under Lower Dibang valley district which was established with the initiatives of the local tribal population with the active assistance from the Ministry of Culture, Government of India. This museum is making a difference in terms of initiating new museum initiatives rather than museumization of ethnographic objects, which is still in practice in many museums of North East India including Arunachal Pradesh. Ms. Rige Shiba also emphasized on the need for establishing a Language Museum in Arunachal Pradesh looking at the huge language diversity and also to address the question of language endangerment in this bordering state.

2. 3. C. Discussion and Remark from the Chair

- In the discussion part, Prof. Sarit K. Chaudhuri, moderator of the webinar, shared his experience of leading one of the finest national museums of India



called IGRMS located in Bhopal and urged upon the need for networking with various schools so that children can be a regular visitors of different districts or state museums and various kinds of educational programme can be organized by museum professionals or curators so that museum as cultural site turns into an institution of learning about local culture and heritage rather than a mere site of temporary amusement. Prof. Chaudhuri shared that IGRMS introduced some innovative ideas, like gifting a ‘heritage corner’ to various schools depicting various aspects of Indian culture and heritage by framing thematic photographs or even arranging workshops on various art forms or even performing traditions by involving master craft person or eminent artists from different communities of India. In case of Arunachal Pradesh, local tribal artist, performer (musicians, dancers etc.), story tellers and weavers etc., can be involved to create an interest and awareness among the school going children and this model can be adopted even for higher education sector as NEP 2020 gave huge emphasis on these creative domains and advised to higher such local resource persons.

- Prof. Chaudhuri as per the advice of resource persons and Vice Chancellor of RGU said that in order to promote tribal art, culture, heritage as well as new musicological practices at RGU, he would discuss the matter with the faculty members of AITS, Fine Arts and other relevant departments of RGU, so that necessary steps can be initiated as per the provisions of NEP 2020. He added that in 2021, department of Anthropology will be initiating inter-institutional collaborative programme to promote such creative domains with the active guidance of Prof. Amareswar Galla of Anant National University, Ahmedabad.



- In the discussion part multiple questions were raised by the participants, which were addressed by both the speakers in a very convincing ways taking examples from North East India as well as Arunachal Pradesh.
- While giving his remark on the whole session Prof. Saket Kushwaha, Vice Chancellor of RGU, briefly explained the provisions as well as thrust areas of NEP 2020 and also highlighted how RGU is coordinating with Government of Arunachal Pradesh to bring meaningful reforms in Arunachal Pradesh which is essentially a tribal state endowed with huge bio-cultural diversity.
- The webinar ended with Vote of Thanks proposed by Prof. H. Vokendro S, HoD, Department of Anthropology, RGU

Part 3: Major Takeaways

The national webinar organized by department of Anthropology, RGU On NEP 2020: It's Implications for Promoting Indian Art, Culture and Heritage concluded with major takeaways:

- a) NEP 2020 is more inclusive in nature and opens up an opportunity towards more integrated approach
- b) There is a need for contextualization of educational policy in Arunachal Pradesh while keeping NEP 2020 as larger framework and to do this Rajiv Gandhi University can play pivotal role as being lone central university in the state.

3.1. Academic Context:

- a) Education remains as core aspect in molding and shaping human society and so in case of an individual mind.



- b) There is need for more broad based understanding on the education as a Phenomenon which simply do not aim to ensure job employability but also target for overall transformation of the society in a progressive manner
- c) Progress of a society and of any nation is accounted based on how well it is understood and framed as a part of national education policy.
- d) Likewise NEP 2020 makes an attempt for more integrated approach and emphasize on the contextualization of education policy taking into account specific interest of each state in India.
- e) Based on the larger framework of NEP 2020, it is understood and suggested for the major shift in terms of reframing and restructuring of academic curriculum in the context of Arunachal Pradesh. Reframing of the curriculum be made in such way that it pays special attention to the cultural heritage of Arunachal Pradesh; also it is to be ensured that cultural heritage becomes a medium for imparting educational values.

3.2. Research Context

- i) Education policy act like a mirror to understand the development of any nation and society. It is very important to undertake research adequately to develop and design education policy in a holistic manner.
- ii) Now, having understood the diversity of Indian population in general and Arunachal Pradesh in specific where Rajiv Gandhi University is located, there is wide scope to carry out research which is central to understanding rich cultural heritage of Arunachal Pradesh.
- iii) Research problems of variant type which attempts to study, preserve and promote culture and tradition of Arunachal Pradesh may be encouraged and supported. Such



research work undertaken may be in position to help and develop education policy in the context of Arunachal Pradesh.

- iv) Hence, it is important to identify a research problem of variant nature and support with research funding in order to explore the diverse tradition of Arunachal Pradesh; also to understand how cultural heritage can be a medium for imparting educational values.

3.3. Policy Making and Practice Context:

- a) Designing of education policy is to be set up in such a way that it safeguards the rich art and culture of Arunachal Pradesh for which efficient module is very important
- b) Cohesive learning enriched by bridging the gap between formal and non-formal set up is the need of new education policy in the context of Arunachal Pradesh.
- c) Museum can play an important role in safeguarding the rich art and culture of Arunachal Pradesh as a part of non- formal set up. Museums in Arunachal Pradesh needs to be revived which has long been defunct and redundant in many places.
- d) The concept of Portable Museum Box which can work in a great way for imparting knowledge in far flung village schools of Arunachal Pradesh may be adopted in policy making.
- e) The concept of Community Museum which involves the larger participation of community in the development of museum which eventually leads to the preservation of own tradition and culture many be encouraged as part of policy making.



- f) Activities and experimental pedagogies for all age group should be designed; initiatives of Pro-active outreach program may be taken up by team Museum and Team school.

- g) Language being a core aspect and reservoir of human culture which applies equally in case of Arunachal Pradesh with vast diversity may be preserved and promoted. The establishment of a Language Museum in Arunachal Pradesh is so relevant because of the huge language diversity and also to address the question of language endangerment in this bordering state.



Part 4: Appendices & Annexure

Annexure 1: Programme Schedule

Schedule (27th September, 2020; Sunday)	
03:00 pm	Welcome Address and Introducing the Webinar Prof. Sarit K. Chaudhuri Department of Anthropology, Rajiv Gandhi University, Arunachal Pradesh
03:10 pm	Few Words from PVC Prof. Amitabh Mitra Pro-Vice Chancellor, Rajiv Gandhi University, Arunachal Pradesh
03:20 pm	Introductory Speech by Chairman Prof. Saket Kushwaha Vice Chancellor, Rajiv Gandhi University, Arunachal Pradesh
03:30 pm	First Talk <i>'NEP: The Praxis of Applied Indigenous Heritage'</i> Prof. Amareswar Galla Director, International Centre for Inclusive Cultural Leadership (ICICL) Anant National University, Ahmedabad
04:30 pm	Second Talk <i>'Museums no Longer an Accidental Discovery: Exploring Prospects in Arunachal Pradesh'</i> Ms. Rige Shiba Museum Education Officer, National Museum, New Delhi
05:15 pm	Remarks from Chief Guest Dr. N. Sridharan Director, School of Planning and Architecture, Bhopal
05:30 pm	Remarks from Chairman Prof. Saket Kushwaha Vice Chancellor, Rajiv Gandhi University, Arunachal Pradesh
05:45 pm	Vote of Thanks Prof. H. Vokendro Singh Head, Department of Anthropology, Rajiv Gandhi University, Arunachal Pradesh

Annexure 2: List of Participants

SL	Full Name	Affiliated Institute/ Office	Email ID
1	K Pratap Singh	Rajiv Gandhi University	gaur.kpsingh@gmail.com
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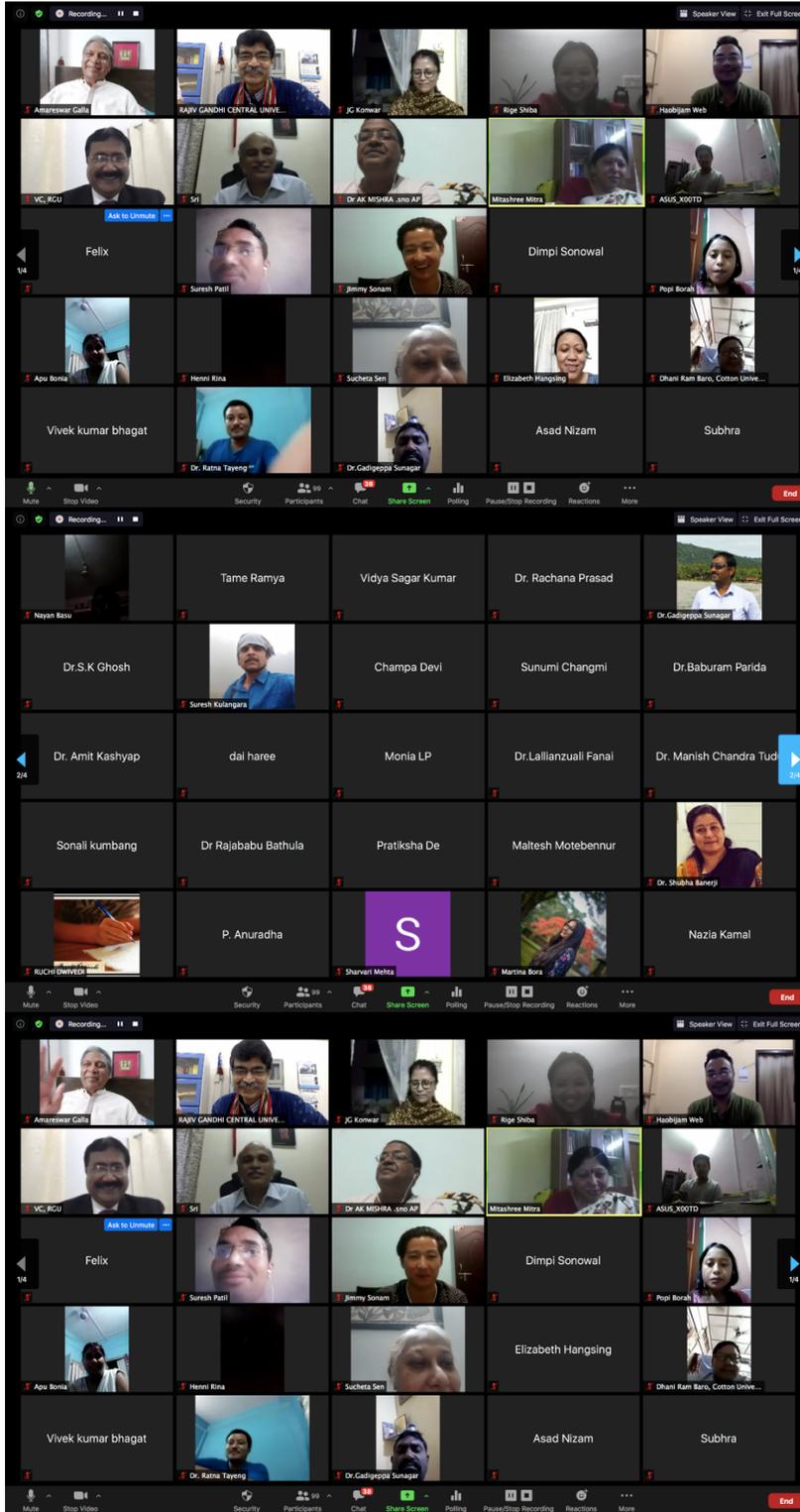
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Annexure 3: Photographs (if any)



Annexure 4: Media Coverage

arunachaltimes.in/index.php/2020/09/29/rgu-should-come-out-with-educational-policy-specific-to-arunachal-prof-galla/

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RGU should come out with educational policy specific to Arunachal: Prof Galla

September 29, 2020



RONO HILLS, Sep 28: The director of Ahmedabad (Gujarat)-based Anant National University's International Centre for Inclusive Cultural Leadership, Prof Amareswar Galla said that "as the lone central university of Arunachal Pradesh, Rajiv Gandhi University (RGU) should come out with its own educational policy specific to Arunachal Pradesh while keeping the larger framework of the National Education Policy (NEP), 2020, in the backdrop."

Speaking on the role of higher learning institutes, he said, "The approach should be guided by a policy to bridge the inter-generational gap and should have a multidisciplinary approach."

Prof Galla made the point during a national webinar conducted by RGU's anthropology department on 27 September to understand and address the implication of the NEP-2020 in terms of promoting Indian art, culture and heritage.

He also said that "Arunachal Pradesh has rich culture and heritage and that should be reflected in the new curricula as part of the NEP 2020."

Rige Shiba, the museum education officer of the National Museum, New Delhi, spoke on the importance of extensive and intensive learning modules as part of the NEP-2020. She emphasized on the importance of museums as institutes of learning.

"Museums can play a pivotal role in safeguarding the rich art and culture of Arunachal Pradesh," she said, and suggested setting up efficient modules and approaches, such as "cohesive learning enriched by bridging the gap between formal and non-formal setup; activities and experimental pedagogies for all age groups, and proactive outreach initiatives by team museum and team school."

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Poll

The government should consider opening a separate hospital for maternity and child health care in the capital.

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