The Decolonization of Indian Education Through National Education Policy

Dr. Sheeba Khalid, Assistant Professor, Amity Law School,
Amity University Lucknow
Skhalid@lko.amity.edu

Abstract:

The Union government has introduced the new NEP (National Education Policy 2020), which intends to educate the country's future generations. The transformational school and higher education initiatives draw inspiration not just from prior policies implemented by different governments throughout the years, but also from ancient beliefs and practises. This will assist the nation in confronting both international and domestic obstacles.

Keyword: *New Education Policy, NEP2020, Ancient Education, Learning, government, Transformation, Gurukul System*

Introduction

In ancient India, students began their education with the 'Upnayana' rite, which signified the beginning of their stay at their teacher's 'gurukul' to acquire mastery in many disciplines. This was accomplished at age five. Contrary to our historical cultural mentality, the NEP 2020 regards persons as independent, free-thinking, and sentient creatures, rather than as a "resource" that must be produced. The NEP is therefore an effort to decolonize Indian education and provides a road map to reclaim our Indian-ness and rearticulate it in order to become global leaders. As was the case in ancient times, the NEP 2020 aspires to emphasise the connection between school

education and societal requirements. In other words, it will seek to educate young people in fields necessary for the advancement of society. In the past, this is what gurukul education consisted of. The new education strategy also reaffirms the significance of ancient Indian 'lokvidya' knowledge, but with scientific approaches. The NEP 2020 also emphasises competency-based models for teachers, teaching through a tenure-track system, and continual professional development for teachers.

Current outlook on education

NEP is the abbreviation for "National Education Policy 2020," which is a policy that does wonders for the Education Basics. By incorporating creativity, learning, experiments, visualisation, and art into the education sector, it radically alters the lives of a large number of high school and college students. Since its inception, NEP 2020 has evolved alongside the passage of time. By means of NEP 2020, the (10 + 2) Education Structure has undergone remarkable transformations.

Introducing the 5+3+3+4 structure (Primary / Pre-Education and Higher Education)

This structure denotes the distinct age groups of a student's school career. This notion determines the precise age/developmental stage at which a child should receive the highest quality education.

The age range is specified as -

between 3 and 8 years of age

between 8 and 11 years of age

From 11 to 14 years old

From 14 to 18 years old

It includes 12 years of a child's life dedicated to education plus 3 years for past education.

The purpose of this approach is to provide a child with a foundational education in preparation for higher education. At the age of 3, a kid can join the world of creativity and learning. One has the ability to create and select a better world for oneself.

Instructing using Mother Tongue or Regional Language

It is a highly courteous gesture for the New Education System to integrate mother tongue. With this notion, the school system intends to foster not just the mother tongue but also the many regional tongues. Students can now acquire topics in multiple languages through the fifth grade. It also assists pupils in comprehending the significance and origins of their mother tongue.

Numerous alternatives available to undergraduate students

At the Undergraduate level, students have the option of selecting courses lasting 1, 2, 3, or 4 years. They can seek to complete their desired courses in one year and receive a certification, Diploma for completing any two-year course, and then three- or four-year degree programmes. It will also assist students in selecting the ideal course based on their talents.

Equalizing Education for Every Gender and Class

This concept promotes education for all genders, castes, categories, and disabilities. Everyone has equal access to a proper education. Education is a fundamental right and ability of every child in the world. This notion facilitates the provision of educational opportunities to individuals of diverse caste, category, or gender. This notion is always committed to educating children who are disregarded by society due to their poor caste, transgender status, or handicap of any kind.

Other alterations implemented by the NEP 2020

Students are no longer need to take entrance exams to gain admission to several accredited universities.

- ➢ Developing new learning methods, such as online classes.

- ➢ The implementation of digital education on an internet platform.

- ➢ Teachers will be promoted or transferred according to a merit list.

- ➢ Making studying an enjoyable and entertaining notion.

The Indian education system, and higher education in particular, have always responded to the challenge. The Ministry of Human Resource Development (MHRD), which is now the Ministry of Education (MOE), and the University Grants Commission (UGC) took initiatives to restore

the standards of education twenty years ago, when the system was severely criticised for allowing the proliferation of higher education institutions (HEIs), thereby compromising the quality of educational offerings. (Tomar, C.S., 2017)

Consequently, the National Policy on Education (2020), which placed special focus on preserving the quality of higher education in India, emphasised reaching the best quality in the Education System. (Wilgus, G., Gupta, A. and Tan, G., 2019 & National Education Policy 2020 (NEP 2020),

• Establishment of a National Research Foundation (NRF) to fund peer-reviewed research of the highest calibre and to promote university and college research.

• It is anticipated that higher education will contribute greatly to the nation's sustainable livelihoods and economic growth. As India progresses toward becoming a knowledge economy and culture, an increasing number of younger and younger Indians are likely to pursue higher education.

• All schools now linked with a university must acquire the necessary benchmarks over time in order to obtain the mandated accrediting standards and eventually become degree-granting colleges with autonomy.

• Model public universities for holistic and multidisciplinary education, on par with Indian Institute of Technology (IITs), Indian Institute of Management (IIMs), etc., will be established; they will be known as MERUs (Multidisciplinary Education and Research Universities) and will aim to achieve the highest global standards in quality education.

• In order to maintain uniform standards for teacher education, admission to pre-service teacher preparation programmes shall be based on appropriate subject and aptitude tests administered by the National Testing Agency (NTA), and shall be standardised keeping in mind the linguistic and cultural diversity of the country.

• A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to serve as mentors for students with special needs. Indian criteria will be matched with the International Standard Classification of Occupations maintained by the International Labour Organization. This includes definite shifts in school education toward a more play- and discovery-based learning style, with an emphasis on the scientific method and critical thinking.

• The higher education regulatory system will ensure that the distinct functions of regulation, accreditation, funding, and academic standard-setting are carried out by distinct, independent, and empowered authorities. These four structures will be established as four distinct verticals inside the Higher Education Commission of India (HECI).

Ancient India was an extremely innovative nation. However, India is not innovative now, primarily due to collaboration, invasion, industrialization, and privatisation. India has lost its creativity and capacity for innovation. The university, which created the clone, taught Western ideals, Western literature, Western mathematics, and Western heroes. These children have become colonies of the United States or the United Kingdom and are utterly lost in themselves. Indians are renowned for their glorified culture, rich heritages, and contributions of their own heroes. Kalidasa was a renowned poet, but most of our children do not know much about him or his contribution. Therefore, the only way to revive Indian tradition is for students to study contemporary Indian philosophy and values. The Impact of Ancient Indian Educational Systems on India's Educational Strategy Yoga is anticipated to be incorporated into our curriculum. Therefore, children should gain an understanding of their ancestry through their history, literature, and Indian heroes.

Ancient Educational Procedures

The three educational processes of Sravana, Manana, and Niddhi aasana are emphasised.

• *Sravana*-Means was attentive and receptive. One must realise that this is not simply hearing, that hearing is distinct, and that hearing is distinct. Slavana was listening to the truth when it was spoken by the instructor. Strictly speaking, knowledge is referred to as Sruti, or what the ear hears, and not written material.

• *Maana* - The second knowledge process is called Maana, and it requires the learner to reflect on the significance of the lessons his teacher delivers him verbally in order to completely absorb them. Manana reflects what we are now hearing (Shravana). It is discussing the veracity of the viewpoint. In this procedure, particularly the Guru (Guru) will ask questions, pupils will respond, and a small group will discuss the topic.

• *Niddhy aasana* - The third phase is called "Niddhyaasana," which implies that the student must fully comprehend the given truth so that he may perform it rather than simply discuss it;

this is the realisation of the truth. Manan (reflection) was a technique that was particularly suited for very brilliant students.

Every student was required to go through the three stages (Sravana, Maana, and Nidhyasana) every day. Each level is significant, and despite their apparent simplicity, they are quite effective. (Agarwal, P. 2006 & Raza, M. (Ed.))

The Gurukul system of instruction existed throughout antiquity. Students used to reside at Gurukul, learn everything under the Guru's effective guidance, and then use their knowledge to solve real-world issues. The master transmitted all knowledge, including religion, Sanskrit, scripture, medicine, philosophy, literature, war, national strategy, astrology, and history, among others. Not only does learning involve reading books, but also relating them to nature and life. It is neither memorising specific facts and figures nor writing exam responses. Students in the disciplinary forces come from a variety of socioeconomic backgrounds. Every student with asthma has led a pretty simple existence. The origins of discipline, rules, and regulations lie in morality and religion. Any rule breach is regarded criminal and should be punished.

Indian spirituality and meditation are well-established knowledge tools that are anticipated to be implemented into the Indian education system in order to enhance and promote it. These are unique in the world, hence they should be taught and practised in kindergarten classrooms. Along with the development of core information and abilities, it offers several opportunities for personality development. National Education Policy 2020 emphasises that the current education system aims to achieve considerable achievement in the formation of personality, the development of personality, and the contribution of knowledge to all elements of learning, social well-being, and material wealth (NEP 2020). To reach higher perfection, the existing Indian curriculum development system must build a specialised style of education that establishes harmony between materialism and spiritualism with humans.

Since in ancient India the emphasis was always on instructing children in their home tongue, the NEP acknowledges that a multilingual nation like India must nurture all of its vernacular languages equally. In addition to 360-degree improvements in the evaluation systems, it emphasises the adoption of the three-language formula, basic literacy, vocational education, and measuring the development of students in relation to learning outcomes. Through NEP 2020, which mandates a four-year degree, a new system for higher education would be developed in the country. In addition, it offers several exit alternatives and a one-year master's degree to

accommodate the global aspirations of the younger generation. The National Research Foundation that is intended to be established under NEP 2020 will foster community-focused seminal research on topics and issues of national significance.

Under the new national education strategy, each student's scholastic and co-scholastic development will be ensured, with a priority on teaching both students and instructors to foster their potential so that they can go on to serve the nation. The NEP's adaptability will enable students to choose their desired subject of study and future career based on their academic interests and inclinations. The policy intends to eliminate hierarchies and obstacles that have developed through time between various information streams by employing simple and accessible techniques. In ancient India, extracurricular activities were also encouraged.

The NEP will also tend to replace rote learning, which was encouraged by our colonial overlords in order to generate "clerks," with an emphasis on conceptual understanding of subjects and issues in order to improve the analytical abilities that were previously emphasised. In the end, it will seek to promote moral and basic education and provide possibilities for culturally sensitive, egalitarian and qualitative growth. According to the government, the policy reflects the ideas of Swami Vivekanand, who championed education as a manifestation of the inherent human perfection.

References

Agarwal, P. 2006. Higher Education in India. Indian Council for Research on International Economic Relations.

National Education Policy 2020 (NEP 2020), Ministry of Education, Government of India

Raza, M. (Ed.), Higher Education in India: Retrospect and Prospect, 1991, New Delhi: Association of Indian Universities

Sarkar, S. C., 1928. Educational Ideas and Institutions in Ancient India. Patna.

Tomar, C.S., 2017. Higher Education, Its Aims and Quality Concerns. International Journal of Engineering and Management Research (IJEMR), 7(2), pp.619-627.

Urmila Yadav (2018). A Comparative Study 0f Ancient & Present Education System. Education, Sustainability and Society, 1(1): 01-03.

Wilgus, G., Gupta, A. and Tan, G., 2019. Educational Policy, Parents, and Investment That Matters. In Investment in Early Childhood Education in a Globalized World (pp. 303-327). Palgrave Macmillan, New York.

https://www.outlookmoney.com/education/decolonising-indian-education-with-national-education-policy-6271

https://www.outlookindia.com/business-spotlight/how-nep-2020-will-change-the-entire-indian-education-system-news-215018