

# TRACING THE ROOTS OF NATIONAL EDUCATION POLICY 2020 AND THE INDIAN CONSTITUTIONAL DIMENSIONS PERTAINING TO IT

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## Abstract

*'We desire character in education, humanism in science, morality in politics, prosperity endeavors, commercial integrity, discretion in happiness, and sacrifice in religion.'*

-Swami Ramatirth

*The Vedas and Vedic literature served as the foundation for the extensive cultural education system of ancient. In the Vedic age, education prepared learners for life after schooling in this world as well as for total realisation, independence, and self-realization. It was achieving two goals at once: self-realization and socialisation. Great academics were developed by the enlightening Gurukul system, creating the groundwork for elaborate subject-specific education. Their knowledge of the life sciences, astronomy, mathematics, yoga, and metalworking made a significant contribution to the globe. With the Apex Court's judicial rulings, new Article 21 A was added to the Indian Constitution, which is the most revered legal document for system governance. Following that, the New Education Policy, 2020, which served as the basis for the current educational system, represented the same heritage of ancient Indian Knowledge. It acknowledges the need to restructure the entire structure of the educational system, from early childhood through higher education and research. The urgent need is for this radical transformation of the educational system, especially as the globe shifts into a digital era driven by cutting-edge technology.*

*By focusing on three different areas, the writers of this study have attempted to highlight the same theme of improving the educational system. In order to study ideas about quality education that are expressed in ancient texts and discourses pertinent to 21st-century education, let's first take a broad historical overview. The second section of the research summarises the interacting effects of educational restructuring in NEP, 2020 with vocational education stratification structures in contrast to ancient Indian education. The third and most important section analyses Article 21A of the Indian Constitution and NEP 2020 provisions in relation to "Atamanirbhar Bharat."*

**Keywords:** Vedas, The Gurukula, Atmanirbhar, Bharat, Indian Constitution, Article 21 A, Multilingual Education, Education Policy

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### 1. Methodology:

The ancient education system is examined and analyzed in depth in this study paper, as well as how it relates to the National Educational Policy 2020 and Article 21 of the Indian Constitution. The goal of this study is to examine the effects of holistic education inspired by Vedic ideas on knowledge. The

system is based on the philosophical underpinnings of an antiquated educational model, with the National Educational Policy 2020 as its star.

## Introduction

*"Education without vision is waste, education without value is crime, and Education without mission is life burden."*

Dr. Vankataiah

Since the beginning of the Vedic period India has made affluent and excellent contributions in the sphere of education. The government exploring the same output and has standardized new education policy. Vedic education is the fountain source of new education policy, 2020, as it is a revelation for determining educational perspectives to future generations. Vedic people recognized and considered the education as a source of light that illuminates all aspects of life. A pertinent verse from Rig Veda 1.89.1 related to obtaining knowledge. Apt to be used as an opening.

आ नो भद्राः क्रतवो यन्तु विश्वतः।

(Let noble thoughts come to me from all directions).

Education is not meant to fulfill material needs but the third eye of man is to sense and understand, to perceive, to be inspired and to pursue the ideals of moral and ethical education. Such a wide range of instruction from which to obtain insight and grasp the truth. The Vedic education system has its own distinct elements and characteristics. Such characteristics were not ingrained in any ancient schooling system throughout the world. According to Dr. F. E. Key, *"To achieve their aim not only did Brahmins develop a system of education which survived even in the events of the collapsing of empires and the diversities of society, but they also through all those thousands of years, kept a gleam of torch of higher learning and innovations."* Education system in ancient India acquired over the period and intended on the comprehensive progress of the individual by considering sole responsibilities of outer and inner itself. The structure set on intellectual aspects of life with moral, physical, spiritual practices. It emphasized on values such as humility, accuracy, self control, self restraint, self-reliance and appreciation for all creations. D. R. Altekar writes, *"The objectives of education in Vedic period where worship of god, a feeling for religion fulfillment of public & civic duties, an increase in social efficiency & protection & propagation of national culture."* The aims and objectives of education in Vedic period are to: -

- Achieve highest consciousness
- Inculcation of the spirit of righteousness and piety
- Unfurl the spiritual and moral powers of an individual
- Transcendence towards accomplishment of the mental, physical and intellectual personality of the student
- Creation of moral and good character
- Augmentation of vocational competency
- Vigorous & positive attitude towards life and virtue of labor

Various aspects of education have been discussed in different ancient epigraphical records, which highlight the education system of that time period. The epigraphs indicate about two types of education, viz. Vidya and Kala and both were the integral part of the education system. Vidya means literary study and Kala is professional activity. Kala means performing art. Four Vedas, the four Upavedas, Dhanurveda, Gandharvavedas, Tantras, Six Vedangas, Puranas, Smritis, Arthashastra, Kamashastra, Shilpashastra, Kavya etc. are included in the concept of Vidya. The proficiency of as many of the sixty-four traditional arts commonly called as the 'Chausath Kalas' created a substantial gravity in the advancement of a cultured individual in many parts of ancient India. Singing, dancing, painting, are the part of 64 performing arts.

With the aim to begin working towards the objectives of National Education Policy 2020, our policy makers felt greater need for meaningful education system with the aim to provide the education which

can trained the students for completeness of life and mold them into a morally strong person to lead a battle of life.

The National Education Policy (NEP) 2020 is based on the ancient Indian education system and all of its wisdom, ethic, custom, cultural heritage, and ethos, with the goal of transforming the country into an equal, sustainable, and thriving knowledge society. The government has declared the NEP's aims and objectives, which include providing liberal education to all aspirants on an interdisciplinary and transdisciplinary basis in order to increase the current Gross Enrolment Ratio (GER) to 50% by 2035. NEP 2020 will step up new methodologies and learning opportunities to the students. Its greatest impact would be the transition in the learning environment and the learning process for the students.

## 2. Compared to the stratified educational systems of the ancient Indians, NEP 2020

An educational system should be able to preserve the past, enrich the present and provide guidelines for development in the future. NEP 2020 cater all-inclusive structure from basic level to higher, career oriented and skill based vocational & scientific education and emerging a new paradigm of information technology based e-learning. Access, Equity, Affordability, Accountability, and Quality these are the plinth of this education policy and have been considered to scaffold such a system in the education sector to create a perfect consensus for continuous development as mentioned in 2030 agenda of United Nations (UN). However, it requires modified structure for the successful implementation of this policy in the present education system.

1. Comprehensive and continuous development of every individual with the capacity of psychological, physical and moral were considered to be the main objectives in the ancient education system. Its primary goal is the development of a person's individuality and character, along with moral fortitude and moral perfection. Astronomy, mathematics, metallurgy, medicine and surgery, shipbuilding and navigation, architecture, civil engineering, fine arts, chess, yoga, etc. The Complete Education Policy 2020 has been formed and formulated, taking into consideration the contributions of several academics in such various sectors and drawing knowledge from its historical past.

2. To get an education the child had to leave home and stay with a teacher in a Gurukula for the entire duration of his studies. This particular contact helps him learn life skills where education is free of charge: in fact, the teacher took care of everything including food, clothing and shelter and all the necessary requirements. According to this system, manual labor and dedication were highly valued. Therefore, even if a child is concerned with acquiring philosophical knowledge, he will still have to do some manual work every day. This kind of formal and Informal Education simultaneously making students responsible. The five-year foundation phase and predatory phase of basic education described in NEP 2020 are flexible, multi-level, play-based, direct learning focused on particular activities, and research. Enlarging the scope of skills among students at primary level to strengthen and guide each student to turn their interests into skills. Taking inspiration from the Vedic education system and the current Japanese schooling system, they are radically changing the current education system by introducing basic skills that every individual needs to develop. Both these systems focus on teaching daily chores and responsibilities like cooking, cleaning, gardening etc., to make students self-reliant and self-reliant until they reach college or start earning. It can be concluded that this NEP gradually formal classroom teaching along with textbooks as well as informal training are created to give deep insight to the students.

3. Oral narration and discussion were the basic means of imparting knowledge in ancient time. It was practiced through various methods and style like introspection (listening, contemplation and contemplative contemplation), storytelling, reminiscence, seminar, critical analysis, practical study. Based on this approach, NEP 2020 broadened students' mental boundaries and promoted creative thinking by providing them with more abstract concepts in all subjects like as mathematics, sciences, arts, social sciences, and humanities. Certain subjects use experimental and direct learning methods.

4. Albert Einstein quoted, *"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."* Everybody is diverse in their abilities and capabilities. When the sole criterion used to evaluate a student is their academic performance, you cannot expect everyone to perform at the same level. Vocational Education (VE) is strengthened under NEP 2020 to reach at least 50% of the student body. The provision of VE to all students should be

planned for by higher education institutions. Plan to provide a B. Voc. as a dual degree programme through skill labs, online distance learning (ODL), or in collaboration with businesses and NGOs.

5. Top-ranked or world-class institutions in Ancient India, such as Nalanda, Taxila, Vikramshila, and Vallabhi, offer transdisciplinary teaching and research, as well as students from varied backgrounds and nationalities. It asserts that all disciplines of creative human endeavour, including science, mathematics, vocational courses, and soft skills, should be deemed 'Art,' a uniquely Indian concept. The new strategy would promote the participation of hundreds of great Indian institutions, while the same number of top international universities will be granted license and facilities to operate in India. This new National Education Policy priorities huge multidisciplinary institutions over the principles of our old outdated education system.

6. In order to complete the ideal education system of today, we need integration of our ancient education systems which promote the concept of liberal studies and progress. This concept of a 'knowledge of many arts' or what is called in modern times 'Liberal Arts' have been re- reinvented or introduced in Indian education, as a necessary for the twenty-first century. A Liberal Arts student can pursue higher education and a career in information technology, technological sciences, financial services, entrepreneurship, research, public policy, economics, journalism, advertising, public relations, digital communications, government, and social fellowships, psychology, behavioral sciences, and business development. Secondary school education, which will last four years, is intended to include interdisciplinary disciplines as well as liberal arts education. This phase will have expanded on a subject-oriented academics and curriculum approach with more flexibility, depth, critical thinking, and attention to life goals. Students will study 5 to 6 topics every semester under the semester system. A liberal arts education model centred on science, technology, engineering, and mathematics (STEAM) and a credit-based system based on competency.

7. India has a long and illustrious history of study and knowledge production in fields spanning from science and mathematics to art and literature, languages to phonetics, agriculture to medical. This has to be improved and reinforced further in order for India to be a powerful and informed society in the field of research and innovation in the twenty-first century. A crucial part of NEP 2020 is the integration of research and internships into the undergraduate curriculum. Research Centers, Nanotechnology National Ranking Framework supports National Ranking Framework (NRF). Higher education curricula that prioritize research and innovation produce fresh, creative ideas and original intellectual property that help to open new doors. NEP-2020 highlights initiatives to change higher education from being information-centric to being centered on new knowledge and innovation. Personal growth is the sole goal of education achieved from the Guru idea in the Vedic period. Human personality was seen as God's highest role. The personality attributes that the instructor strove to instill in his students by practical example were self-respect, self-restraint, self-esteem, and self-confidence. The prevalent teacher-centric approach, in which the teacher is in charge of the curriculum, topics, assessments, and so on. Decides will be replaced by a student-centric model in which the student has the right to pick and determine the topic he wants to study from the institution, SWYAM MOOC, and ODL, and he may attend the competency-based assessment at his own speed, which aids in assessing individual evaluation.

8. Ancient times in India, every profession has its significance and implication. The initial concentration and thus saturation in certain fields like engineering, medical sciences was not a problem. By the time a student of today becomes a holder of various degrees, he does not know exactly what he wants in life and what skills he has acquired. The Pushpabhadra grant (Epigraphy) cites to a Brahmin were well-versed in Shruti, Smriti, Mimamsa. It is mentioned in the Katha-Gurucharitra that Shankardeva studied four Vedas, fourteen Shastras, 18 Puranas, 18 Bharatas, 14 Vyakaranas, 18 Kavyas, 18 Kosas, Samhitas, Amara, Kanakya and Yoga Shastra. These ancient literatures were the sole of Multidisciplinary & interdisciplinary liberal education which is the main regard of NEP 2020.

9. The emphasis on body, heart, mind, and spirit is most seen in the educational process. As Cenkner quotes "Gandhi, man is neither mere intellect, nor the gross animal body, nor the heart or soul alone. A proper and harmonious combination of all the three is required for the making of the whole man and constitutes the true economics of education"

### 3. Article 21 of the Indian Constitution & Provisions of NEP 2020 with regard to 'Atmanirbhar Bharat'

A developing country needs a futuristic and clear education policy at the school and college level so that progressive education leads to economic and social growth. Rabindranath Tagore had long ago assessed the need for a change in the prevailing system of education in India. In our culture, children are dependent on their parents' income, which is an indirect investment of their funds, yet they do not acquire education of the highest calibre and struggle to find job. and still not receiving the best possible education, which made it difficult to get the right job. Based on exams administered by universities and boards, our nation's modern educational system is standardized. The majority of teaching methods are one-way, but "Are they learning?" This must be guaranteed. If not, what form of instruction should be used? Individual abilities must be identified and moulded in their subject of interest. It is quite perplexing to realized that despite Mahatma Gandhi's strong emphasis on vocational education, we have not been able to generate any potent synchronization of vocational education, he could not create any strong synergy between vocational and 'Mainstream' education. We have considered vocational education inferior and for students who cannot afford further education. This policy aspires to break down such quality hierarchies and link vocational education with mainstream education. Quality vocational education that begins with vocational exposures in the middle and secondary grades and will be seamlessly integrated into higher education. This will ensure that every student learns at least one skill base or trade and is apt to develop a sense of the virtue of labor and height for various trades. This policy anticipates that professional competencies will be developed in tandem with academic or other competencies. NEP-2020 is the government's dream project; its draught is more than just a policy statement; it is a doorway to endless prospects. The call of Honorable Prime minister of the country on Atmanirbhar Bharat is not only a necessity but also for regaining our position in the global competitive scenario for sustainability. The role of higher education, specifically the higher technical education system of the country in Atmanirbhar Bharat is pivotal. The steering of the contributions of nearly 11000 technical institutions of the country in true sense can create the ecosystem for Atmanirbhar Bharat.

Atmanirbhar Bharat is a step forward, which is a Self-Reliant Indian Mission to make India a major and more important part of the world economy by stressing on make in India and by following policies that are systematic, logical, competitive and organized, and being self-encouraging and self-supporting. The main 5 pillars of Atmanirbhar Bharat are:

1. Economy: An economy that makes quantum jumps rather incremental.
2. Infrastructure: Infrastructure which will modern and sufficient India.
3. System: its technology driven and doesn't support the principles of the past life however offers the dreams which may be consummated by technology of the twenty first century. This technique supports in achieving all C of twenty first century skills.
4. Democracy: India is world's biggest democratic country and is its strength that becomes the energy source and help India to become self-reliant. There is a requirement to educate them in right direction.

5. Demand: Demand is power utilization in full manner and this will act as an asset for Indian economy.

"NEP 2020 is necessary for developing a bright and successful future for the youth of our country if implemented in phased manner. In anticipation of the less obvious future challenges of education and particularly the role of inter- disciplinary and multi-disciplinary curricula, we'd like to debate and mark all the clear policies and directions for smooth transitions and timely resolutions of such unexpected conundrums. Hence, to attain the goal; of Atmanirbhar Bharat, the reforms such as multidisciplinary approach suggested in NEP 2020 will play a crucial role

The most organic and forward-thinking provision in India's living Constitution, Article 21, has been referred to as the "heart" of our Constitution. Article 21 guarantees the right to life, as well as the right to a dignified existence, to reputation, to a decent standard of living, to shelter, to sustainable development, to education, and the right to information and knowledge. These Rights are protected by this Article, excepting compliance with the legal requirements. These clauses of the Indian Constitution will be crucial in helping to execute NEP 2020 and provide the desired results down the road.



The phrase "right to life" refers to having a good quality of life rather than just continuing to exist like animals do. In the current phases of our civilisation, it signifies "the broadest possibility to develop one's identity and potentiality to the utmost level." It implies that a person must be rationally at ease and polite. The Supreme Court ruled in *Sunil Batra v. Delhi Administration* that having a healthy life is part of having the "right to life," which includes the ability to use all of the faculties of the human body in their optimal state. Such a lifestyle is not conceivable without earning money. NEP focuses on a skill-based paradigm where everyone will be able to meet their requirements. Along with the necessities for a human to exist, such food, housing, clothes, freedom of movement, and engaging and communicating with other people, NEP also emphasises the right to live with dignity. This is only possible if everyone is literate and capable of upholding their basic rights.

Every person dedicates their entire lives to establishing their social standing. is one of the more elegant human graces that adds value to life. Education, character, and reputation are all interdependent. They are related to one another. In the case of *State of Maharashtra v. Public Concern for Governance Trust*, it has also been underlined. The right to life is intertwined with the right to a means of support, and the two are not unrelated in any way. According to this article, sustainable development indicates that a nation's growth must take place in a way that does not harm the environment. It is important to keep the progress of civilization and the preservation of the environment in a healthy balance. NEP investigates the sophisticated techniques of the past and works to preserve nature by modifying current education.

One of the most important aspects of human existence and for the advancement of society is education. The amount of educated individuals in a nation may be used to analyse its growth; the more educated people there are, the more advanced the country will be. Giving every Indian person a solid education is part of the concept of the "right to live." The court stated that "Right to education follows immediately from the Right to life" in *Bandhua Mukti Morcha v. Union of India*. According to Article 19 of the Indian Constitution, which is a basic component of the NEP 2020, the right to education is regarded as a fundamental right.

#### 4. Conclusion:

India's National Education Policy 2020 (NEP 2020) is well on its way to achieving such objectives by introducing unique policies to improve quality, attractiveness, and affordability while building on the foundation built by our traditional Indian education system. According to Article 21 of the Indian constitution, the Gurukul is nothing more than a resourceful training centre for young Indians' holistic development in order for them to live happy, wealthy, and dignified lives. Furthermore, research facilities will become more robust. The cluster will institute a Modern Gurukula, the center of education and research. It is a very complex and meticulous operation to set up cluster and enact the model of Gurukula. The formation of cluster is a scrawling stage of Gurukula. Although the NEP has to face many criticisms and challenges for its implementation and execution but in the best-case scenario, the NEP will truly revolutionize the education system of the country in the near future. In the field of methods, scope, jobs, chances, and much more, the education and technology industry will experience a great boom. The bunch of opportunities provided by NEP thus plays an immense role in strengthening India in one way or other. The Gurukula System conceptualizes the education for all humankind beyond the boundaries of the state and the nation to suffice the dream of "वसुधैव कुटुम्बकम्" viz. the world is one family. These transformations have started from the academic year 2021-22; this year will have recorded in the golden pages of Indian history and this first phase of transformation is expected to continue until 2030.

Further this research article has analysed the socioeconomic structures of the countries so closely that no rights or obligations have been overlooked. This may be the most distinguishing element of our constitution that sets it apart from the rest of the world's constitutions. NEP 2020 commits to provide such a platform for all people in the education system so that Article 21 is truly justifiable to everyone in the country.

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