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## National Education Policy (NEP) 2020 and Yoga Education in India: Feasible Synergies and Productive Strategies for Successful Implementation and Advancement

**Lopamudra Ghosh**

Bachelor of Arts (BA) in History (Honours)

Kabi Joydeb Mahavidyalaya,

Affiliated to the University of Burdwan,

Bardhaman (West Bengal, India)

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### **Abstract:**

*The unconstructiveness omnipresent in the world is a fundamental by-product of the current global education crisis. Moreover, there are also many challenges which have been aggravated by the COVID-19 pandemic. These challenges primarily include problems pertaining to global inequality, lack of safety, gender inequality, etc. The National Education Policy 2020, commonly abbreviated and known as NEP 2020, substituted the preceding National Policy on Education 1986. It has been welcomed with great enthusiasm by the academic community and is being successfully implemented across India. However, many academicians and policy experts have also criticized the National Education Policy 2020 as they were doubtful of the future potential of this policy. Many academicians, students and even policy experts were undecided and doubtful of the capacity of this policy to bridge the ever-increasing gap between the existing state of education outcomes. The purpose of this research is to comprehensively examine and analyse the anticipated advantages and disadvantages of the National Education Policy of 2020. The author of this research paper further presents a detailed analysis of the role of the National Education Policy 2020 in solving the current education crisis. The most important question regarding the National Education Policy 2020 is how this policy will contribute towards the personality development of students. The author of this research paper answers this fundamental question and also reflects on the role of Yoga in the development of a student's holistic personality. The author of this research paper also presents some important details about the development of various Yogic traditions in ancient India, and contemplates on the modern-day utility of Yoga which is an irreplaceable gift of ancient India. Holistic development of personality chiefly means and signifies the development of inclusiveness, integrity and self-sufficiency in a human being's personality. In this research paper, the author also presents her views and innovative suggestions regarding this notion.*

**Keywords:** COVID-19; Global Education Crisis; Inclusiveness; Integrity; National Policy on Education 1986; National Education Policy 2020; Self-Sufficiency; Yoga; Yogic Traditions in Ancient India.

### **1. Introduction:**

The National Education Policy 2020, commonly known and abbreviated as NEP 2020, is

intended to develop an equitable and all-inclusive educational framework in India. The features of this policy are intended to address all aspects of elementary, secondary, senior secondary and higher education in both rural and urban India. The policy has been formulated, outlined and is being implemented keeping in mind the global education development agenda as proposed in the Sustainable Development Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development which has been officially approved and adopted by the Indian government in the year of 2015.

The National Education Policy 2020 emphasizes greatly on the development of creativity in students. The policy intends to sufficiently alter and develop the education sector of India. Unlike the preceding educational policies formulated and enacted by the Indian government, the National Education Policy 2020 stresses not only on the development of cognitive capacities but also on the development of foundational competences in each individual.

The policy is being successfully implemented by keeping in mind the economic, local and universal demands of India in the post pandemic world. It is intended to holistically develop every individual's personality along with his/her ethical and constitutional values, intellectual inquisitiveness, scientific temper, originality and inventiveness in spirit.

All-inclusive development of personality denotes the overall development of the future potential of every individual. It fundamentally signifies the expansion, growth and development of rational, cognitive, corporeal, demonstrative, philosophical and spiritual capabilities in every individual so that every respective individual becomes capable of fulfilling the demands, needs and challenges of modern-day life in the post pandemic world. As mentioned above, these sets of skills and aptitudes are extremely crucial for achieving success and victory in every personal and professional fields of human endeavour.

## **2. Advantages and Disadvantages of the National Education Policy 2020:**

The National Education Policy 2020 has been approved by the Union Cabinet and is often perceived by academicians, professors, students, teachers and associated stakeholders as a transformational blend of advantageous and disadvantageous features. The proposed advantages and anticipated disadvantages of the policy are many, some of which have been discovered and discussed in this research paper.

### **2.1. Advantages of the National Education Policy 2020:**

- i.** Through the successful implementation of the National Education Policy 2020, the Government of India aims to realize the dream of achieving equitable, accessible and quality education for all students both in rural and urban India.
- ii.** Moreover, the National Education Policy 2020 has been perceived by many academicians, students, teachers, professors and other stakeholders as the most feasible one-stop solution through which almost 2 crore students will be able to get re-admitted to their educational

institutions from which they had to discontinue their education because of unavoidable circumstances such as economic backwardness, family conditions, ill-health, lack of security, etc.

- iii. Another important advantage of the National Education Policy 2020 is the prominence and equitable access to regional languages. Through the successful implementation of the National Education Policy 2020, a variety of courses will be introduced to students which will be taught in their respective regional languages in addition to the English language. This step taken by the Government of India will prove to be highly effective in bridging and diminishing the ever-increasing gap of social divide among students and their peer groups speaking the respective regional language.
- iv. The National Education Policy 2020 aims to sow the seeds of rational thought, inventiveness, empathy, courage and resilience in the personality of every student whereby producing logical human beings who will further contribute their best towards building an equitable, just, objective, unbiased, free, pluralistic and abundant society as is envisioned in the constitutional philosophy of India.
- v. The National Education Policy 2020 also aims to substitute the existing 10+2 structure with the 5+3+3+4 structure. The 5+3+3+4 structure primarily concentrates on the formative years of learning of every individual student. The 5+3+3+4 structure is intended to be applied in educational practice for the education of students corresponding to the ages of three to eight, eight to eleven, eleven to fourteen and fourteen to eighteen. Moreover, according to the National Education Policy 2020, there should be three years of Anganwadi and pre-schooling in addition to twelve years of schooling for every individual student.
- vi. In accordance with the National Education Policy 2020, the National Council of Educational Research and Training (NCERT) proposes to design and develop the National Curriculum Framework for Foundational Stage. It is envisioned to be the pedagogical and educational framework for early childhood care and education for children between three to eight years of age. Thus, the National Education Policy 2020 will prove to be highly beneficial for children belonging to the above-mentioned age group. This is so because through the successful implementation of this transformative policy, every child will be prepared to meet the demands of the post-pandemic knowledge society predominant not only in India but also in the world.

## 2.2. Disadvantages of the National Education Policy 2020:

- i. As it is highly difficult to find and employ qualified teachers and instructors in prestigious educational institutions, an aggravated problem arises when it comes to the introduction and accessibility of courses in regional languages in both rural and urban educational institutions. Thus, the lack of availability of courses in regional languages can also be perceived as a major



drawback of the National Education Policy 2020.

- ii. Students can also be motivated to discontinue and drop out from their respective courses in higher education as these courses might prove to be extremely time-consuming. Every student wishing to pursue higher studies has to pursue his/her respective undergraduate degree for four years. This might compel him/her to discontinue and leave his/her educational career and look for some other career options.
- iii. Through the implementation of the National Education Policy 2020, students of government-aided schools will be introduced to courses taught in English at a much later age as compared to students of private schools. This might prove to be a major drawback and could also result in the deepening of the gap in socialization among students.
- iv. Students uncomfortable in speaking in English might find it difficult to meet the international standards of education as majority of international courses are taught in English.
- v. If the policy is implemented without taking into account the global and local needs of India, then it might fail to accomplish the fundamental goals of education. The policy should focus on nurturing the unique talents of each and every student in both rural and urban India. The failure to meet the above-mentioned criteria might unfortunately result in the fragmentation and weakening of the learning environment of India.

### **3. Effectiveness and Role of the National Education Policy 2020 in Solving the Current Education Crisis:**

The National Education Policy 2020 aims to establish a robust, rooted, energetic and equitable public education system in the country. The effectiveness of the policy depends on the successful implementation of its provisions and features in all schools, colleges, universities and other educational institutions across India. The success of this policy relies much on the collective capacity of the fundamental features of this policy which should be profoundly rooted in the ancient educational, cultural and philosophical ethos of the Indian society.

For the successful implementation of this policy, every student must feel physically, economically, emotionally and mentally safe. Thus, the chief implementers of this policy should greatly emphasize on ensuring that every student in India is physically, mentally and emotionally healthy and fit. Another pragmatic goal of this policy should be to nurture the unique talents of each and every individual student in both rural and urban India. For the productive accomplishment of this realistic goal, it is very necessary for the education system in India to be talent-centric and student-centric at the same time.

The above-mentioned steps can also be taken by the chief implementers of this policy to solve the current education crisis. The current crisis in education revolves around many different problems such as the lack of development of fundamental life skills and the lack of creativity and

inventiveness among students. The National Education Policy 2020 should therefore focus on the development of fundamental life skills such as resilience, liveliness, empathy, communication skills, research skills, cooperative skills, leadership skills and team-building skills among students.

To combat the current education crisis, it is highly important for the chief implementers of the National Education Policy 2020 to focus on the development of equitable, transformative, all-inclusive and resilient educational institutions across the country. The policy should also offer ample opportunities to each and every individual student so that he/she can efficiently accelerate his/her educational retrieval processes. This innovation would prove to be highly effective and particularly beneficial for students who discontinue their education and drop out from their academic and vocational training courses in the midway.

Moreover, in order to effectively combat the current educational crisis, the chief stakeholders and implementers of the National Education Policy 2020 should occasionally organize and conduct teacher training programs and other types of orientation programs for both students and teachers. Such orientation programs should include courses on ancient Indian scriptures such as the *Bhagavad Geeta* and the *Upanishads*. Scriptures such as the *Bhagavad Geeta* should be essentially taught to students of all groups and age because it is the ultimate destroyer of misery, depression and pain. It also vividly elucidates about the various characterizations of Yoga.

For solving the current education crisis, it is very essential for students to learn Yoga and contemplate on the various ancient Yogic traditions of India. Students should learn the art of self-composure and inner-engineering which can be effectively developed with the help of Yoga.

Yoga, in simple terms, is nothing but the equability of the cognitive mind both in success and in failure. Yoga is choosing the work of the highest order as the only work that deserves to be done. Thus, in the current education system, the importance of Yoga should never be overlooked as it is the most effective tool for realizing the fullest potential of each and every individual student. In other words, it can also be added that it is nothing other than Yoga which can productively suffice and strengthen a student's holistic personality.

#### **4. Yoga, Research on Yogic Traditions, and the National Education Policy 2020: Some Feasible Synergies:**

The human body has its own needs for healthy survival. It implies that all the organs and the organ systems of the human body should be appropriately developed to function in a healthy way. The same is true for the human mind as well. Thus, Yoga must be effectively taught to all students in both rural and urban India for the overall and holistic development of the mind, body and soul. A healthy mind can be developed only in a healthy body which is devoid of any disease. Yogic practices such as *Yama*, *Niyama*, *Asana*, *Pranayama*, *Pratyahara*, *Dharana*, *Dhyana* and *Bandha* etc., have proven to be highly effective in the mental, emotional, cognitive, spiritual and physical

development of human beings.

Thus, it is very essential for the current education system in India to develop extensive and exhaustive research frameworks for conducting profound research on the various schools of Yoga and the Yogic traditions of ancient India.

Cultivation of an all-inclusive character and holistic socialization are some of the key requirements for the emergence of an equitable, educated and enlightened society. Thus, the National Education Policy 2020 should focus on implementing the universal philosophy of Yoga because the key principles of Yoga and the holistic development of a student's personality are both interconnected and interdependent. Consequently, this research is intended to put forward the suggestion that the Indian government should develop robust research and educational frameworks for the improvement and advancement of education relating to Yoga, as this is the only one-stop solution and process by which each and every individual student of India can be magnificently empowered.

## **5. Conclusion:**

For the successful implementation of the National Education Policy 2020, a pragmatic vision and rational approach are the key prerequisites. Moreover, necessary steps should also be taken by the Indian government for the development and advancement of real-time hands-on evaluation methods and process which allow a student to learn, re-learn and unlearn as and when necessary. Effective strategies should be implemented by the academic community for the all-round cognitive and spiritual advancement of each and every individual learner. This would essentially require the establishment of counselling, consultative and other forms of research frameworks which can be used for conducting extensive and profound research on child psychology, pedagogy, and spiritual development of children.

The education system of India is improving day by day. For advancing this improvement, it is essential for the educational policy makers to concentrate on the establishment of digital frameworks of elementary, secondary, higher secondary and higher education so that education becomes accessible to every individual including the one living in the remotest part of the country. Moreover, there should also be sufficient growth in educational investment. For this to be accomplished, the government should provide adequate financial support to educational institutions both in rural and urban India.

Finally, through this research, the researcher has also discovered that there is an ever-growing need to connect and associate academicians, researchers and scientists with the various ministries and departments of the Government of India. This initiative should be effectively implemented to meet the numerous developmental demands of our nation. As innovation is the key for achieving substantial progress, every new innovation should be encouraged by the Indian government. The best

way to achieve this is by establishing interconnected frameworks to connect and associate academicians, researchers and scientists with the various ministries and departments of the Government of India, so that they can share their new-fangled innovations with the government and the policy makers.

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