



EVOLUTION OF INDIAN EDUCATION FROM BASIC EDUCATION TO NEP 2020

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Abstract

Now-a-days the students are passing examinations and earning their degrees with first or higher divisions, but most of them are unable to become self-reliant and incapable to face the challenges. So, to overcome this condition there is a need of such education which was predicted by Mahatma Gandhi like 'Basic Education' or 'Nai-Talim'. Gandhi realized that the basic education was an essential component to the structural and socio-economic imbalances that were badly affected. It was the treatment for all the ills and evils of the society in India. His idea on basic education not only changed the educational system of India but also led a social revolution. According with the goal of National Education Policy NEP 2020 the students must develop not only knowledge but also critical thinking, problem solving skills, social skill, emotional skills. Increase vocational education & skill building in Schools. India is in dire need of employment opportunities, and the heavily-debated New Education Policy plays a huge role in the creation of opportunities, in many ways. Competency based education is importance for employability after completed education degree. This paper aims to understand and review the principles of Gandhiji on basic education which are assessed from his several writings; Some important features of Gandhiji's basic education are also described comparing present system of education and Impact of Gandhiji's Basic Education on NEP 2020.

Keywords: *Basic Education, Skills, NEP 2020*

Introduction

After three round table meetings in 1930, 31, 32, the White Paper published in 1935 came to be known as the Government of India Act 1935. A special aspect of this Autonomy Act was the right to manage the Indian education system. In this situation the Indians voted in several places and Mahatma Gandhi won that vote. Mumbai, Gujarat got the opportunity to run the education system in the United States and Bengal. Then Gandhiji proposed basic education in India instead of British government education and tried to spread this education throughout India. Education is the process of acquisition of knowledge, skills, beliefs and moral habits. The main aim of education is to make the people better and to let them develop their own skills and confidence which are needed for their life. It reduces the challenges faced by individuals in their life and helps them to learn how to earn. The more knowledge one gains, the more opportunities open for the individuals to achieve better possibilities in career and in personal growth. It opens the mind for different situations, which help to solve problems of life effectively and to think

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critically about the world. Basic education is the most empowering force in the world which creates knowledge, builds confidence and opens the door of opportunity eliminating all obstacles (Wikipedia). For children, it is their key to open the door to a better life. A child gets the first education from his own family, learns from the own environment and gather learning experiences from the school. It is a social process which occurs only in social environment and without it no one can acquire experiences. The role of basic education is to socialise individuals and to keep society smooth and stable. It teaches a child to observe, understand and realize. It teaches to act decently, to be creative, to develop skills and to learn more things about life so that when the child grows up, he/she uses the basic education to build a better quality of life. However, the modern educational system of India is incapable to achieve humanitarian and peaceful social life. The present system of education is unable to contribute much to the individual as well as social development. In order to bring some social changes, proper and quality education is very much required for all. In this context, Mahatma Gandhi's scheme of basic education is an alternative measure to establish a new social order. Gandhiji's principle on basic education would be able to inspire the whole world with his ideas of truth, nonviolence, peace and love. His idea on handicraft is very important as it represents the culture and tradition of any country. It promotes the heritage of a country through the use of indigenous materials. Anyone can spend their free time to learn the various techniques related to handicrafts and can earn money by utilising the skills. It preserves traditional knowledge and talents. It encourages self-employment which is the best method to fight against current unemployment situations.

Review of Related Literature

Verma & Kumar (2021) conducted a study on New Education Policy 2020 of India: A Theoretical Analysis. Education has a key and decisive role in this scenario of contingencies. The National Education Policy 2020 represents a transformative framework aimed at revamping the education system and bolstering economic and social indicators. This paper critically assesses the NEP 2020, suggesting modifications to ensure a seamless transition and enhance its significance. Specifically, it focuses on analyzing the requirements and management practices at the university level, proposing recommendations for both national and Higher Education Institutions (HEIs) to effectively implement the policy.

Kaurav & et al (2020) conducted a study on New Education Policy: qualitative (contents) analysis and twitter mining (sentiment analysis) The year 2020 witnessed significant global challenges, including the COVID-19 pandemic. In India, alongside the pandemic, a major development was the introduction of the New Education Policy (NEP) 2020. With recommendations urging an increase in education budget allocations to 6% of GDP, researchers have shown keen interest. This paper aims to discern the concerns and focal points of NEP 2020. Utilizing qualitative data analysis methods and computer-assisted techniques, the authors delve into policy documents and Twitter data to gauge sentiments. Extracted from the Ministry of Human Resource Development website, the data is comprehensively analyzed using visual tools like Word Clouds, Tree Maps, Project Maps, and Mind Maps. The study pinpoints three pivotal aspects – curriculum, language, and student-centric approaches – particularly pertinent to higher education. Additionally, sentiment analysis reveals a predominantly positive reception of NEP 2020 among stakeholders, highlighting it as a progressive and well-received initiative.

Choudhari, (2022) Conducted A Study on National Education Policy – 2020 and its Impact on Stakeholders w.r.t Higher Education Institutions of Nagpur City. National Education Policy-2020 envisaged to provide a quality education which is beneficial to meet the growing economy and also for thriving innovative education policy at school and college levels for the reason that education enhances social and economic development. In 2020, one of the important changes that took place in India was the development of the New Education Policy (NEP) 2020. This paper highlights about National Education Policy -2020 which is majorly concentrated on practical training among the students to develop creative potential, skill and analytical thinking to meet the industry requirements apart. This study focuses on NEP 2020 and its impact on stakeholders especially related to college who are aware about the NEP-2020 and their opinion regarding the policy. The paper also discusses the outcomes and possible drawbacks of the NEP-2020

Objectives: The objectives of the study are to:

- To Understand and review Gandhiji's principle of basic education.
- Highlight some important features of Gandhiji's basic education and its relevance with present world.
- Impact of Gandhiji's Basic Education on NEP 2020.

Research Question:

1. What were the foundational principles that defined Gandhiji's concept of Basic Education?
2. To what extent can the holistic development principles of Gandhian education be applied in the present world?
3. Can specific elements of Gandhiji's Basic Education philosophy be identified as direct influences on the formulation of the NEP 2020?

Methodology: This methodology highlights the core of the national education policy framework, highlights Higher Education sections of the NEP 2020 policy, and consists of conceptual discussions for comparison with currently adopted education policies. A qualitative approach is used in this work. This research was conducted with the Data collection from primary and secondary sources. In-depth research of reliable and valid sources of information and Sources used in this study Of NEP 2020 books, magazines, websites and articles. Some journals and e-contents relating to Gandhiji's model of basic education are studied. Several books on education are reviewed and some of Gandhiji's own writings are referred to find the significance of his ideas on basic education.

Objective1. Basic Education according to Mahatma Gandhi

At Round Table Conference in London (1931) Mohandas Karamchand Gandhi, also known as Mahatma Gandhi pointed out the ineffectiveness of the primary education system of India and the low percentage of literacy rate among Indian people. He blamed the policy of the British Government responsible for the pathetic situation in the field of mass education. Gandhiji described the main defects of the system of education as, "I am fully convinced that present system of education is not only wasteful but positively harmful. They would pick up evil habits. English has created a permanent bar between the highly educated few and the uneducated many." He further said, "let us now cry a halt and concentrate on educating the child properly through manual work not as a side activity but as a prime means of intellectual activity" (Maheswari). Mahatma Gandhi proposed his scheme of Basic Education (Nai Talim) in a well formulated approach to education in 1937 in his newspaper, 'Harijan'. In order to discuss different aspects of the scheme of education, an all-India education conference was held in Wardha on 22nd and 23rd October, 1937. The conference is called Wardha Educational Conference and Gandhiji himself presided over the conference.

Key principles of Mahatma Gandhi's Basic Education

1. **Holistic Development:** Gandhi emphasized the development of the physical, intellectual, and moral aspects of an individual. He believed that education should contribute to the overall well-being of a person.
2. **Work-Centered Education:** Nai Talim was centered around productive work. Gandhi believed in the dignity of labor and considered it an integral part of education. Students were expected to engage in manual work, which he saw as a means of self-discipline, skill development, and a way to connect with the community.
3. **Village-Centric Approach:** Gandhi's vision of Basic Education was closely linked to rural life. He advocated for education that was rooted in the local context and responsive to the needs of the community. The idea was to make education relevant to the socio-economic and cultural realities of villages.
4. **Craftsmanship and Skills:** Craftsmanship was a key component of Basic Education. Gandhi believed in the importance of acquiring practical skills and craftsmanship that could lead to self-

employment and economic independence. He saw education as a means of empowering individuals to be self-reliant.

5. **Local Language and Culture:** Gandhi stressed the use of the mother tongue in education. He believed that learning in one's own language was essential for effective communication and cultural preservation. Education, according to him, should strengthen cultural identity and promote a sense of pride in one's heritage.
6. **Values and Ethics:** Nai-Talim placed a strong emphasis on moral and ethical values. Gandhi wanted education to instill virtues such as truth, non-violence, simplicity, and humility. He believed that education should contribute to the moral upliftment of individuals and society.
7. **Community Participation:** Basic Education encouraged community participation in the learning process. Gandhi envisioned a model where the community, including parents and elders, played an active role in shaping the educational experiences of children.
8. **Education for Social Transformation:** Gandhi saw education as a tool for social transformation. He aimed to eradicate social inequalities and untouchability through education. He believed that an educated and self-reliant community could contribute to the larger goal of social justice.

While Mahatma Gandhi's vision of Basic Education faced challenges and was not fully realized during his lifetime, his principles continue to influence discussions on education and pedagogy. The Nai Talim principles have inspired various educational experiments and alternative schools in India and around the world

Objective 2: Relevance of Gandhiji's Basic Education in the Present World

1. **Global Citizenship:** Gandhian principles align with the contemporary need to nurture global citizens who are culturally sensitive, socially responsible, and engaged in addressing global challenges.
2. **Sustainable Development:** Emphasizing self-reliance and minimal dependence on external resources resonates with the global focus on sustainable development and reducing environmental impact.
3. **Skills for the 21st Century:** The emphasis on practical skills and craftsmanship aligns with the demand for skills relevant to the 21st-century workforce, promoting creativity and innovation.
4. **Community Engagement:** The community-centric approach is relevant in fostering a sense of social responsibility and encouraging education that addresses local and global issues.
5. **Values-Based Education:** The emphasis on values is increasingly recognized as essential for building ethical leaders and responsible citizens in a rapidly changing world.
6. **Cultural Diversity and Preservation:** Advocacy for education in the mother tongue aligns with the global acknowledgment of the importance of linguistic diversity and cultural preservation.
7. **Equity and Inclusion:** Gandhiji's vision of eradicating social inequalities through education resonates with the global pursuit of inclusive and equitable education for all.

Gandhiji's Basic Education principles continue to offer valuable insights and inspiration for shaping education systems that align with the evolving needs and challenges of the present world. His emphasis on the interconnectedness of education, values, and social responsibility remains relevant in the quest for a meaningful and impactful education system.

Objective 3: Impact of Basic education on NEP 2020

The impact of Basic Education, as envisioned by Mahatma Gandhi, on the National Education Policy (NEP) 2020 in India is noteworthy. Although the Basic Education model proposed by Gandhi was not implemented at a large scale during his time, its principles and philosophy have left a lasting imprint on the discourse around education in India. Below are some ways in which the principles of Basic Education may have influenced or align with certain aspects of the NEP 2020

1. Holistic Development:

- **Basic Education Influence:** Gandhi emphasized holistic development, including physical, intellectual, and moral aspects.
- **NEP 2020 Alignment:** The NEP 2020 also emphasizes holistic development, proposing a shift from a content-centric to a more holistic and integrated approach, fostering critical thinking, creativity, and ethical values.

2. Vocational and Practical Learning:

- **Basic Education Influence:** Gandhi advocated for productive work and skill development as integral to education.
- **NEP 2020 Alignment:** The NEP 2020 emphasizes vocational education from an early stage, promoting experiential learning, internships, and skill development to enhance employability.

3. Local Language and Cultural Emphasis:

- **Basic Education Influence:** Gandhi stressed the importance of using the mother tongue and being rooted in local culture.
- **NEP 2020 Alignment:** The NEP 2020 encourages the use of the mother tongue as a medium of instruction at the primary level and emphasizes the preservation of local languages and cultural heritage.

4. Community Participation:

- **Basic Education Influence:** Gandhi envisioned active community involvement in the education process.
- **NEP 2020 Alignment:** The NEP 2020 highlights the role of local communities, parents, and teachers in decision-making processes at the school level, fostering community participation.

5. Reducing Academic Pressure:

- **Basic Education Influence:** Gandhi's approach aimed at reducing the burden of formal examinations and promoting a stress-free learning environment.
- **NEP 2020 Alignment:** The NEP 2020 recommends a shift from rote memorization to competency-based learning, reducing the emphasis on board examinations and promoting continuous and comprehensive evaluation.

6. Flexibility in Education:

- **Basic Education Influence:** Gandhi's model emphasized flexibility and adaptability in the education system.
- **NEP 2020 Alignment:** The NEP 2020 advocates for a flexible and multidisciplinary approach, allowing students to choose subjects based on their interests and providing multiple exit points in higher education.

7. Education for Citizenship:

- **Basic Education Influence:** Gandhi's vision included education for citizenship, emphasizing values like truth and non-violence.
- **NEP 2020 Alignment:** The NEP 2020 highlights the importance of instilling ethical and constitutional values in students, promoting responsible citizenship.

While the NEP 2020 is not a direct continuation of Gandhi's Basic Education, it does echo some of its fundamental principles. The NEP 2020 attempts to address contemporary educational challenges while incorporating elements that align with Gandhi's vision of holistic, locally relevant, and value-based education.

Findings of the Study

The results of **Objective 1** in Basic Education, as per Mahatma Gandhi's vision, emphasize holistic development, education centered around work, a focus on village communities, cultivation of craftsmanship and skills, and the preservation of local language and culture.

Objective 2 explores the contemporary significance of Gandhiji's Basic Education principles in today's world, emphasizing themes such as global citizenship, sustainable development, 21st-century skills, community engagement, values-based education, cultural diversity and preservation, as well as equity and inclusion.

Objective 3, Mahatma Gandhi's Basic Education principles have significantly influenced the National Education Policy (NEP) 2020 in India. Despite not being extensively implemented during his time, Gandhi's emphasis on holistic development, vocational learning, local language and culture, community participation, reduced academic pressure, flexibility in education, and education for citizenship aligns with key aspects of the NEP 2020, shaping the contemporary educational landscape in the country.

Conclusions

The enduring relevance of Mahatma Gandhi's Basic Education principles in contemporary education, particularly in the context of India's National Education Policy (NEP) 2020. Objective 1 highlights Gandhi's vision, emphasizing holistic development, work-centric education, community focus, craftsmanship, and preservation of local culture and language. Objective 2 explores the modern significance of Gandhi's principles, emphasizing themes such as global citizenship, sustainable development, 21st-century skills, community engagement, values-based education, cultural diversity, and equity and inclusion. Finally, Objective 3 underscores Gandhi's significant influence on the NEP 2020, despite limited implementation during his lifetime. The NEP's alignment with Gandhi's emphasis on holistic development, vocational learning, community involvement, reduced academic pressure, flexibility, and education for citizenship reflects the enduring impact of his educational philosophy on shaping the contemporary educational landscape in India. Overall, the passage underscores the timeless relevance of Gandhi's educational vision in addressing the evolving needs and challenges of modern education.

New national education policy 2020 will be importance of Competency based education for opportunity of employability. Education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world. NEP has the potential to revamp the skill of the youth of our country and has all the right tools that are needed to be competitive at the global level.

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