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# A Study of NEP 2020 in the context of Vedic Education and Global Challenges

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### ABSTRACT:

The vision plan for the National Education Policy 2020 is influenced by the knowledge and learning legacies of past generations as well as the conventional Indian educational system. India's historic information system will comprise data on ancient India's contributions to contemporary India, as well as accomplishments, obstacles, and a clear comprehension of the country's future aims in several fields, such as health, education, and the environment. These elements will be included genuinely and scientifically into the school's curriculum. Among the challenges are social inequality, environmental degradation, mental health issues, foreign conflict, and deterioration in moral values. The Vedic teachings present a roadmap for living in peace and sustainability, despite these difficulties. Sustainable practices, holistic living, and an ethical and moral community are all highlighted by Vedic knowledge. These guidelines might help us deal with the problems of the 21st century. The main purpose of education is to shape people's behaviors and personalities. Vedic education might instill these values and shape behavior to address these challenges. Students encounter worldwide problems that demand strong personalities and principles to solve.

**Keywords:** Global Challenges, National Education Policy, Social Inequality, Vedic Education

### Introduction:

The nation is one of the most important factors in human life and the progress of civilization. A country's level of education can be used to assess its development; the more educated the populace is, the more advanced the nation will be. Providing every Indian with a quality education is a component of their "right to live." "The right to education follows immediately from the right to life," the court stated in its decision in *Bandhua Mukti Morcha v. Union of India*. The foundation for the NEP 2020 is Article 19 of the Indian Constitution, which declares that the right to education is a fundamental right.

Based on the foundation established by our traditional Indian educational system, India's National Education Policy 2020 (NEP 2020) is well on its way to accomplishing these goals by enacting creative policies to improve quality, affordability, and attractiveness.

The Vedic education system was founded on the principles outlined in the Vedas, which are the ancient sacred texts of Hinduism. During this era, education was predominantly oral, emphasizing the sharing of knowledge through discussions and debates between instructors (gurus) and students (shishyas). This approach, which prioritized understanding, retention, and critical thinking, encouraged students to actively engage with the content. Since educators form the cornerstone of this teaching model, it is essential to equip teachers with the necessary life skills to effectively nurture these competencies in their students. The NEP 2020 highlights the vital role that teachers play in this transformation, recognizing that the life skills possessed by educators are fundamentally linked to the development of students' own life skills. Teachers are required not only to convey knowledge but also to act as role models and facilitators of a learning environment that promotes emotional development, creativity, and exploration.

### Objectives:

- To recognize and analyze prevailing global challenges such as climate change, social inequality, and technological advancements that influence educational systems worldwide.
- To evaluate the impact of Vedic educational practices on students' academic success, moral development, and ability to critically engage with global challenges.
- To formulate practical recommendations for policymakers and educators on effectively incorporating Vedic educational principles to enhance learning and address global issues.

- To explore community involvement in addressing local and global challenges through collaborative projects and initiatives within the context of Vedic education.

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### Methodology:

This theoretical study utilizes sources of secondary data such as books, articles, websites, reports, and the researcher's observations to conduct historical research aimed at thoroughly analyzing the Vedic education system, along with its relevance and applicability to contemporary education. Global trends and changes within Indian society play a role in the acceptance of social demands. The objective of educational policy is to address the needs of society as a whole through an inclusive disciplinary approach. Education policy holds one of the most crucial roles in administration, fostering development across social, economic, and educational sectors. Policymaking can be viewed as an interactive process where public issues are tackled by creating new policies or modifying existing ones. After Independence, we will witness the development of numerous educational policies designed to fulfill the needs of the nation.

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### Features of the Vedic Education System

1. **Gurukul System:** In this system, students resided with their teachers, fostering a close community where learning encompassed practical skills alongside morals, values, and academic subjects. This setup encouraged strong relationships and enabled personalized educational experiences.
2. **Influence of Caste System:** The Vedic educational framework was closely tied to the socio-religious context of the time, which included the caste system. Initially, education was mainly available to the Kshatriyas (the warrior class) and Brahmins (the intellectual and spiritual leaders), while Shudras (the working class) had restricted access. Over time, this system transformed and encountered various reform movements advocating for broader access to knowledge.
3. **Moral and Spiritual Growth:** Education aimed to nurture not only academic success but also spiritual and moral development. The objective was to create individuals who are knowledgeable and ethically responsible citizens.
4. **Knowledge Preservation:** The Vedic writings are an impressive intellectual achievement. There has been a noticeable push recently for conventional educational systems to be included globally. The recognition of the value of diverse teaching approaches that offer comprehensive and culturally relevant learning experiences is driving this movement. This broader worldwide dialogue includes the debate over the integration of the Vedic Education System into the Indian educational system. In order to create a more inclusive and culturally rich educational paradigm, it seeks to explore how conventional teaching methods may be adapted to meet modern demands.
5. **The Significance of Vedic Education in Relation to NEP 2020**

We are all conscious of the Vedic education system's historical quality and depth. There are still many potent forces at work in our modern teaching methods.

□ **Moral Education:** As social beings, humans must learn various social behaviors, including respecting elders and teachers, helping those in need, and honoring women. During the Vedic period, education was fundamentally focused on moral principles, emphasizing the importance of teaching values. If we genuinely wish for a better community filled with virtuous individuals, moral education must serve as a vital instrument for shaping students' character. Even though we exist in modern times, we take pride in the heritage and culture inherited from our ancestors. We continue to hold religion, God, and virtuous actions in high regard. For us, character, spirituality, and philosophy are more important than wealth, materialism, or scientific accomplishments. While the contemporary world often prioritizes money, power, aggression, and politics, we uphold the values of honesty, peace, and detachment. We persist in embracing idealism and strive to lead exemplary lives. Historically, every educational policy implemented in India has acknowledged the essential role of moral education. In order to develop morally upright and responsible people, the National Education Policy 2020 highlights the importance of incorporating value-based learning. Programs for moral education that emphasize kindness, respect, and character development can be established in schools. Curriculum changes, extracurricular activities, and community engagement programs can all help achieve this.

□ **Concept of discipline and the dynamics between educators and pupils:** The profound sense of discipline and the amicable relationship between teachers and students during the Vedic era is acknowledged worldwide. In contemporary times, we observe that educational institutions have become detrimental due to insufficient discipline, leading to various challenges. To cultivate the ideal rapport between educators and students, a constructive teacher-student relationship can be developed, alongside nurturing discipline. With this perspective, In order to improve knowledge integration and wholeness, the NEP-2020 has suggested a cross-disciplinary educational approach as a comprehensive plan across all academic subjects. Since education has the power to change the world, it is extremely important to human life. This serves as a prime illustration of making education accessible to all and affirming the right to education in today's context.

□ **Curriculum:** Education enables individuals to become self-sufficient and compassionate (Rig Veda). In the Vedic period, education transcended mere knowledge acquisition; its main objective was to cultivate strong character and prepare for a blissful afterlife. Instructors imparted knowledge across various disciplines, including Sanskrit, sacred texts, mathematics, and philosophy, tailored to the children's preferences. This concept is evident in contemporary educational systems, which provide greater choices and flexibility in subjects, such as physical education, the arts, and vocational skills. A

multidisciplinary approach is supported by the National Education Policy of 2020, which lets students choose courses based on their interests. This adaptability reflects Vedic ideals, encouraging all-around growth and a variety of skills and interests.

□ **Student Life:** During the Vedic period, students were taught to embrace a simple lifestyle. In contrast, today's youth have drastically altered their way of living, opting for a life centered around fashion and appearances. They have moved away from the idea of 'simple living and high thinking' and instead adopted the opposite approach of 'high living and simple thinking.' To promote a healthier and more balanced life, there is a growing focus on moral education to help them appreciate the value of traditional ways of living.

□ **Self-reliance-promoting Education:** The idea of self-reliance in education was upheld by historical educational establishments. The goal of modern education is to prepare pupils for their future pursuits. Vocational education in preparing students for real-world difficulties is emphasized in the National Education Policy 2020. Employability can be raised and self-reliance enhanced by integrating vocational training and fundamental life skills into the curriculum.

□ **Teaching Method:** In the Vedic era, the focus of education was on the student, lacking a singular instructional approach. Instruction was delivered through recitation, question-answer sessions, debates, discussions, and storytelling. There were no formal classrooms; instead, a monitorial system was in place, where senior students taught their juniors. The predominant teaching methods were oral, emphasizing the memorization of Vedic hymns and Richayas to maintain their authenticity. Mastery of grammar and pronunciation was mandatory for all learners. The method of thinking was employed to safeguard Vedic mantras and Richayas. Manan, a more advanced teaching technique, facilitated the retention of the meanings of Vedic mantras in one's memory. This approach motivated exceptionally bright students to engage in research, reminiscent of ancient practices where Manan (reflection) served as a distinctive method for gifted learners. Contemporary education stands to gain from the integration of Vedic techniques, such as interactive and experiential learning. The NEP 2020 advocates for innovative teaching strategies that foster critical thinking and creativity. Approaches like group discussions, peer teaching, and project-based learning have shown to be effective.

□ **Comprehensive Development of the Child:** In ancient India, attaining integral and thorough growth was the main goal of education. In modern education, the same goal is maintained. While the main emphasis of ancient educational methods was on intellectual and spiritual development, physical development was not overlooked. This was made possible by providing pupils with a calm, hygienic, aesthetically pleasing, and natural environment that was distinct from both urban and rural settings. In line with NEP 2020's objectives, which include providing children with a holistic education that takes into account their intellectual, emotional, and physical development, schools can create supportive settings that offer a wide range of courses and activities to foster overall development.

□ **Equality of Opportunity:** The Vedic era's educational system was distinguished by its democratic ethos. Every pupil, whether they were princes or commoners, was treated equally regardless of their financial situation or social standing. Similarly, the equality of education principle is upheld by the constitution of modern-day India. Equal opportunities for all are the goal of current educational setups. The National Education Policy 2020 emphasizes the value of inclusive education, which aims to eliminate inequalities and provide all students equitable access to education. To accomplish this goal, it is imperative to put in place procedures and policies that promote diversity and inclusivity.

□ **Free and Universal Education:** During the Vedic period, education was provided at no cost and was accessible to everyone globally. Upon finishing their education, young individuals were expected to cover any expenses through their earnings as Guru Dakshina. Throughout their studies, the majority of these students were offered complimentary accommodation and lodging. After gaining independence, the framers of our constitution clearly stated that it was the responsibility of all governments to ensure free education for all children aged 0 to 14. In pursuit of this goal, various initiatives have been launched.

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## NEP 2020 IMPLEMENTATION PROBLEMS

1. **Financing:** By NEP 2020, funding for higher education must be significantly increased. However, It is uncertain how the funds will be generated. The government must identify a method to enhance funding for higher education while avoiding excessive pressure on taxpayers.

2. **Capacity:** Capacity: The Indian system of higher education is now overworked and underfunded. One of the expenses that the government is required to incur in order to enhance the capacity of higher education institutions is the establishment of new colleges and universities.

3. **Quality:** Improving the standard of higher education in India is the aim of NEP 2020. This will call for a number of changes, such as bolstering programs for training teachers, enforcing stricter evaluation criteria, and encouraging research and creativity.

4. **Governance:** Higher education governance should be increasingly decentralized, according to NEP 2020. The government must give state governments and organizations more authority in order for this to happen. Additionally, this would necessitate the creation of new mechanisms for coordination and cooperation between different parties.

5. **Culture:** Moving higher education toward a learner-centered manner is the goal of NEP 2020. Along with a shift in viewpoints among teachers, administrators, and students, the creation of creative teaching and learning techniques will be crucial.

6. **The absence of access to higher education:** The National Education Policy 2020 aims to broaden access to higher education for all segments of society. However, numerous barriers to admission persist, including inadequate infrastructure, gender discrimination, and poverty. In order to enhance accessibility to higher education for all individuals, it is imperative for the government to eliminate these barriers.

**7. Quality of instruction:** NEP 2020 places a strong emphasis on raising the bar for instruction and learning in postsecondary education. The industry continues to be plagued by a number of issues, including a dearth of resources, an outdated curriculum, and a dearth of skilled instructors. In order to raise the bar for teaching and learning in higher education, the government must address these issues.

**8. Research and innovation:** Enhancing higher education research and innovation is the goal of the National Education Policy 2020. However, this sector has several challenges, including a lack of finances, a lack of skilled workers, and poor infrastructure. These issues need to be resolved by the government in order to effectively promote research and innovation in higher education.

**Conclusion:** One of the country's oldest educational systems is the Vedic one, which evolved on its own in ancient India. The main objective of the Vedic educational system is to support students' moral, spiritual, and intellectual growth. Vedic education, in summary, encourages better human behavior, which is still required in modern society. In addition to the core academic disciplines of science, commerce, and the arts, contemporary education places a strong emphasis on critical thinking, life skills, value education, analytical skills, and decision-making abilities in order to support students' overall growth. By incorporating the ancient ideas into the NEP 2020 framework, an inclusive, flexible, and value-based learning environment is produced. It is possible to use the wealth of Vedic education to develop morally upright, self-sufficient, and balanced individuals who can positively influence society. In general, it can be claimed that the significance of the ancient Vedic educational system has not decreased and that it still plays a significant role in the twenty-first century.

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