

THE IMPACT OF GANDHIAN EDUCATIONAL ETHICS IN SHAPING NATIONAL EDUCATION POLICY, 2020

Dr. RK Jha

Associate Professor & Head, Department of English
SMD College, Charing, Sivasagar 785661

Gandhi was a humanist and practical philosopher. He believed that the education is closely associated with the socio-economic upliftment of the society. Owing to this fact, education stimulates the human mind for creative thinking and learning. Gandhi's view on basic education is greatly influenced by Indian philosophical thoughts. His insistence on philosophy of satya (Truth), ahimsa (non-violence), firm belief on god and dignity of labour emanates from ancient Vedic scriptures. He tried to establish 'the kingdom of God on the earth (Ram Rajya). He firmly believed that the goodness of the individual formed the constituent part of the goodness of the society.

The National Policy of Education, 2020 has taken the aid of Gandhian educational philosophy to shape its policy. The Education policy of 1986 and 1992 did not fulfil the aspirations of Universal Elementary Education (UEE), in its implementation. He advocated equity and inclusion of marginalized community including the people with no literacy. The women, untouchables, caste minority as well as other disadvantaged group should be brought into educational fold. For Gandhi human life is incomplete without education. For him the human being is made up of three constituents.

* The body * the mind * the spirit

The body is the physical form where as the mind is the abstract. The spirit can be adhered in spiritual form in an individual, by the surrender of 'self' and 'ego'. NEP, 2020 has given the prominence of this idea of healthy shaping of the body, the mind and the spirit. The idea of child education is built on this edifice. The education should be

* Holistic * Integrated * Inclusive * Enjoyable

Gandhi was utterly dissatisfied with the education imparted by the British regime in Indian schools. He made a landmark remark in 1921, which is noteworthy concerning the imparting education.

"My experience has proved to my satisfaction that literary training by itself adds not an inch to one's moral height and that character building is independent of literary training. I am firmly of opinion that the Government schools have unmanned us, rendered us helpless and godless. They have filled us with discontent, and providing no remedy for this discontent, have made us despondent. They have made us what we were intended to become, clerks and interpreters"¹

Keeping the remarkable view of Gandhian observances, the early school education has been made comfortable. The holistic design of education gives stress on Body, Mind and Spirit. The syntheses of the three become one and the whole to work together. The Integrated education combines both concept and experience. The concept leads to right application of knowledge. The experience makes the individual judicious. The Inclusive education provides education to every individual irrespective of his status. The NEP, 2020 speaks that the education is the only way to achieve complete development. It is the only way of achieving full human potential. The education should not be like a punishment but enjoyable. In ancient India Vidya arambha (to begin education) was a kind of sanskar. It is one of the sanskars among the sixteen sanskars of Hindu religion. The NEP, 2020 gives importance to wisdom and knowledge. The knowledge leads to the path of salvation.

Vidyadati Vinyam, Vinyadati Patratam,
Patratam dhanamaponti, dhanadharma Tatahsakham.

Gandhi wanted to build Indian education system on the sound base of ancient wisdom and knowledge, far away from mercenary design. Gandhi vehemently opposed the colonial system of education. He claimed that Indian education should not become the slave of colonial rule. He had reservation to impart education in English at early stage. He wanted to give education in mother tongue in early school education. Similarly, the NEP, 2020 advocates the education in mother tongue in early childhood. The world has witnessed rapid change after 2000. The education policy needs certain specific amendments to make it suitable in present context. The students should think critically and solve the problems. The curriculum should include basic arts, crafts, humanities, games, sports, language, literature, cultures and values, in addition to science and mathematics. The policy aims to cater to many growing development imperatives of this nation. It studied the gap between learning outcome and what is truly need to nation and society. NEP, 2020 stress on radical reforms in order to bring the highest quality and integrity into the system from early childhood. The NEP, 2020 stress on radical reforms in order to bring the highest quality and integrity into the education of children since childhood. The policy aims to provide work to every hand depending on its capability. The NEP, 2020 echoes the resurgence of Nai Talim (1937) also known as Wardha Education. The

Committee headed by Jakir Hussain gave a famous slogan ‘Education for life, through life and throughout life.’ It gives synthesis between vocation and education. Gandhi gives importance to ‘behaviour’, ‘ethics’, ‘hygiene’ ‘cleanliness’ and ‘cooperation’. These qualities infactis a surreal resemblance to Gandhi’s vision of education. Gandhi’s view on basic education gives importance to vocational education. The syllabus should be woven round on vocational training. Gandhi emphasized on handicrafts. It should not develop merely for a production work, but for developing intellectual insight of the people. The NEP, 2020 speaks about ‘vocal for local’. It was envisaged long back in 1937 by Gandhi. The student should learn craft centered education like embroidery, clay modelling, bamboo crafts, leather works, pottery and many others socio cultural creativity, which have potentiality for enabling livelihood. NEP has given enough space of Gandhian educational thoughts. NEP believes the following things in school education.

- Comfortable – Such kind of education atmosphere should be created that student should feel comfortable.
- Integration and Coordination- The necessary thing in the education should be integrated with a vision and mission. It should coordinate present and future life.
- Flexibility – The student should enjoy the right to select his subjects.
- There should be no difference between vocation and non-vocation.

Gandhi’s views on vocationalization of education came close to NEP, 2020.

- Wardha Education wanted to bring attitudinal change towards manual work.
- To make the children acquainted about the world of the work
- To make them aware of the social works and community service.
- To make them aware of creative self service.
- Vocationalization of education tries to minimise the gap between elite and poor.
- Khadi, cleanliness successfully ended this gapbetween elite and non elite.

Gandhi says

Man is neither mere intellect, nor the gross animal body, not the heart and soul alone, A proper and harmonious combination of all the three is required for making the whole of man and constitutes the true economies of education.²

Gandhi was entirely a different kind of educational thinker. He wanted to extract the best in child and man. For him literacy is not the end of education, not even the beginning. It is one of the means whereby man and woman can be educated. Sevagram his ashram in Sabarmati was the abode of heavenly teaching of virtues and etiquette. Gandhi believed knowledge as a preparation of life. Knowledge devoid of work ethics leads to moral corruption. Gandhi believed that education should be self serving, sustainable and long lasting. In NEP, 2020 the foundation course gives importance to etiquette and behaviour. Etiquette is a set of custom and rules of polite behaviour, especially in civilized society. True education stimulates the spiritual, intellectual and physical strength of the individual. The education makes a man complete. In the epic theMahabharata, Krishna, the lord is complete man. He is the expert of sixty fourKalas. He has been depicted as god, politician, mighty ruler, an incomparable lover and a loveable husband. The NEP, 2020 wants to extract every single virtue lying dormant inside the children. In the Wardha scheme of education, Gandhi advocated the concept of ‘Sarvodaya’.

‘SarbjanSukhaya, SarbjanHitaya’

His concept of education was ‘VashudevKutumbkam’. Education should make the man broad minded. It teaches the distinct lessons of life. In NEP, 2020 certain qualities have been taken as mission to make aware to the students. These are cooperation, team work, communication and resilience. The psychological resilience has been given importance. The rat race and cut throat competition have been frustrated.

NEP, 2020 advocates that Indian should become the global leader to lead the world. The famous university Nalanda and Taxila existed in India. Education is a public service and an educationist is a person who belong to the society. The Education system should be provided to each and every individual. NEP, 2020 aims at Universal Elementary Education. It also speaks about curriculum and pedagogy. It also gives importance to learning method. The pattern of U.E.E. should be:

5+3+3+4

At the age of three the children should be admitted to school. At the age of eight student should complete three years in school and two years in grade 1 and 2.

- Preparatory (Grade 3 -5) – 3 years
- Middle (Grade 6 – 8) – 3 years
- High (Grade 9 – 12)

- 9 – 10 2 years
- 11 – 12 2 years

Gandhi believed that the schools and the education system should be intricately tied to the idea of social service.

In the present time, the world is facing immense crises from many sides. The crime, conflict, hatred unemployment poverty and lack of resources have created enmity among the people. The only way to overcome such remedies are ethical education. The ethics can overcome such remedies. His principle of aparigraha is one of the most powerful weapons to lead peaceful life. The NEP, 2020 critically try to inculcate the Gandhian educational ethics in the childhood learning. Gandhi view on Economically disadvantaged class is really remarkable. The SEDG group of students have been given adequate attention in this policy. One of the primary goals of the schooling system must be ensure that children are actually enrolled to school

Grade	6 - 8	90.71%
	9 - 10	79.3%
	11 – 12	51.3 %

6.2 crores children have dropped education between 6 to 18 years. It is the priority of the nation to bring these children for proper education.

The NEP, 2020 has taken the thoughts of Gandhi as an important source to shape its policy. India is a democratic nation; the mission of education is to satisfy the need and demand of its vast bulk of population. The education should insist on swadeshism, social cultural and personal values. It should also give importance to the development of mind and body. Economic development is the key issue. Keeping in mind the diversity of nation, NEP, 2020 has been formulated to satisfy the aspiration of the people and build a vibrant India.

References:

1. Quoted Dr. A.H. Devi from the essay ‘Education of Children’.
2. Quoted from the essay ‘Gandhi’s Concept of Education and its ethical Perspectives for the development of Peace’.
3. National Education Policy, 2020, Ministry of Human Resource Development, Government of India.