
Building Bridges, Not Walls for Peaceful Co-Existence: The Vision of National Policy on Education, 2020

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Today's world is burning with jealousy, envy, hatred, and enmity. The countries are amassing ammunition, bombs missiles, biological, chemical, and other weapons of mass destruction. Many countries are having civil wars and are spending huge amounts of their cognitive power, money, time, and other resources on combating these issues but the result is still elusive. These activities have impacted their mental well-being which in turn also affects their physical well-being to a significant extent. The world is becoming the hub of lifestyle diseases and disorders because of mental restlessness. This necessitates the imperative need to think about the planet Earth as our home and we all as the cohesive members of a global home called the 'World.'

The National Education Policy (NEP) of 2020, is the most comprehensive framework for education in India. It envisions a society of peaceful co-existence having a culture of respect and understanding, and social harmony among human beings living in communities without walls. The vision document of NEP, 2020 also talks about the global interconnectedness of knowledge systems at local, state, national, and international levels, and the intactness of the panorama of diversity. The NEP 2020, has recognized the need to inculcate human values- empathy, social cohesion, compassion, care, social responsibility, civic duty, and mutual respect among learners from an early age. The policy promotes human rights, sustainable development, global well-being, diversity, and inclusivity in education, to break social barriers and promote a culture of peaceful co-existence.

The paper discusses the efficacy of the methods and mechanisms stipulated in NEP, 2020 for providing teaching-learning experiences like collaborative projects, cooperative learning, peer teaching, social and financial entrepreneurship, field trips, guided conversations, exchange programs, multidisciplinary institutions, transnational research, etc the young learners' brains can be fertilized with the seeds of interconnectivity, sharing, love, empathy, kindness, etc. Their energies need to be channelized to fuel responsible social, cultural, ecological, economic, technological, and political, progress in their own spheres which has the potential to create ripples everywhere and the handholding of everyone to follow the trajectory of peaceful inhabitation, social progress, and sustaining development.

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Investment in education is an investment in the future. Education instills the skill sets and competencies among learners that enable them to live and work at a national as well as a global level. Educational institutions at the micro or macro level provide an ecosystem for intercultural learning through informal, formal, and nonformal interactions, curriculum, and pedagogy. The learners get exposure to various social and political ideologies through formal, informal, and non-formal education. NEP 2020, acknowledges the need for Global Citizenship and highlights the importance of knowledge, skills, and values for students. The Indian government wants to make India Vishwa Guru. The vision of NEP 2020 is to transform India into an equitable and vibrant and ever-growing knowledge society, by providing top-quality education to all, thereby making India a global knowledge superpower. The Policy aims to develop knowledge, skills, values, and attitudes that support responsible commitment to human rights, sustainable development and sustainable lifestyle, and well-being of all across the globe, hence reflecting a true spirit of a global citizen. The aim of education is not just to produce individuals who can read, write and count but to help people to forge more just, peaceful, tolerant, and inclusive societies by drawing out the best in the individuals.

Children have very few opportunities to experience democracy in their schools in the existing set-up. Generally, the teacher-centric educational culture causes an element of fear among learners to express their opinions, ask questions, or determine their activities. There is a disconnect between the grand words in civics textbooks and what happens in schools, so students fail to understand or learn democratic values and behavior. This creates a population that subtly promotes corruption and rule-breaking, and seeks individual success even if it comes at a cost to others.

New Education Policy 2020 has replaced the thirty-four-year-old National Policy on Education (1986). The rich cultural legacy and heritage of India have been the torchbearers of this policy. NEP 2020 is vocal about the local and global needs – imbibing the rich knowledge and traditions of India and developing strong ethics considered critical for inculcating national pride” (*Will India’s New Education Policy Lead to Global Citizenship Education?*, 2021). It also visions to develop knowledge, skills, values, traits, and attributes that inculcate and support responsible commitment to human rights, sustainable development, sustainable lifestyle, and global well-being, thereby reflecting a truly global citizen,” says the document (*Introduction of NEP 2020 New National Education Policy India*, n.d.). “The exploration and acquisition of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) were always considered in Indian thought and philosophy as

the highest goals of a human being,” it says. In an unprecedented move, the government has decided to make a bold and transformative statement with the release of the New Education Policy (<https://www.newindianexpress.com/nation/2020/jul/30/new-educ....>).

This policy is aimed at creating equitable citizens and wants to create a society which functions through dialogue” (Rajdev, 2021)

The newly released NEP tackles such issues with a policy aim to have impartial education for all regardless of their socioeconomic background (<https://www.indiatoday.in/education-today/news/story/nep-202....>). The NEP favors holistic learning for school students through exposure to multilingualism and universal access to Early Childhood Care and Education (ECCE) (<https://diplomatist.com/2021/05/04/will-indias-new-education-policy-lead-to-global-citizenship-education>) and for higher education, research, multidisciplinary learning, and partnerships are the key points. It aims for the universalization of education from preschool level to secondary level with a 100% Gross Enrolment Ratio in school education by 2030 and aims to raise Gross Enrolment Ratio to fifty percent in higher education by 2035(Rajdev, 2021b). For the purpose of developing holistic individuals, an identified set of skills and values have been incorporated at each stage of learning, from preschool to higher education by adopting a competency and outcome-based curriculum. Vibrant academic life is essential for high-quality teaching and learning process. With respect to higher education, the policy recommends broad-based, multi-disciplinary, holistic undergraduate education with flexible curricula, innovative and ingenious combinations of subjects, no hard separation of vocational education, and multiple entry and exit options with appropriate certification at each level of education (*National Education Policy 2020 Announced*, n.d.). The policy also mentions the provision of financial assistance to students through various measures. It ensures equitable access to quality education for all students, with a special emphasis on SEDGs. It has also visualized the empowerment of the faculty to conduct innovative teaching, research, and service and incentivizing the excellence of faculty. There will be the use and integration of technology to improve multiple aspects of education There will be better integration of Technology-based education platforms, such as DIKSHA/SWAYAM, across school and higher education. It highlights the vision of the government to make India a hub of global education.

Internationalisation of education will be facilitated through institutional collaborations, mobility of students and faculty across institutions, and allowing entry of top world-ranked universities to open campuses in India as per the vision document of NEP,2020. The internationalization of education aims to create a ‘knowledge society’ for Indian students to have an

education of 'high global standards. Indian universities are encouraged to build strong partnerships with international universities. The exchange of ideas between Indian and international institutions will lead to innovative curricula and the construction of a knowledge society (Rajdev, 2021c).

India has made incredible progress towards implementing the scheme of Education for All (*Will India's New Education Policy Lead to Global Citizenship Education?* 2021c). Many programmes and policies have contributed in India's significant progress to provide free and compulsory education to all children in the age group of six to fourteen years as a Fundamental Right (<https://www.education.gov.in/en/rte>). Initiatives such as Sarva Siksha Abhiyan (SSA) and the Right to Education (RTE) have given the desired impetus to the education system in India (Pandey, 2018). All young people, regardless of their background, deserve to be prepared for meaningful work in the global economy and to take part in solving the global challenges that impact their lives and communities.

NEP, 2020 and Sustainable Developmental Goals

The United Nations has adopted a set of 17 global goals under the agenda 2030 for Sustainable Development. It defines a trajectory for education. Transforming education for sustainable development, growth and life requires the overhauling of the education system. The NEP, 2020 reforms intersect with the Sustainable Development Goals, more specifically SDG 4 on Quality Education. For SDG 4.2 which focuses on equal access to quality pre-primary education, NEP has especially attended to education for three to six years of age. It will provide the much needed attention and boost to the forebearers of Anganwadi education. For SDG 4.3 i.e., Equal Access to Affordable Technical and Vocational Education NEP states that vocational education will be provided at a younger age and technical skills such as coding will begin from as early as 6th standard. Further, MHRD is setting up a National Education Technology Forum to address issues of tech and knowledge sharing and capacity development. For SDG 4.4 i.e., Increase the number of people with relevant skills for financial success, NEP has shifted from a 10+2 to the much-used 5+3+3+4 model. They have provided multiple exit points for higher education which will result in signalling the ability of students better. For SDG 4.5 i.e., Eliminate Discrimination in Education, NEP proposes setting up a new unit that addresses Internet-based e-learning, digital learning, infrastructure, and capacity building. There is a provision of a new Gender Inclusion Fund for schooling and support for children with disabilities. For SDG 4.6 i.e., Universal literacy and numeracy, under NEP, a National Foundation of Literacy and Numeracy will be set up to provide basic literacy and numeracy skills by 3rd grade. SDG 4.7 particularly talks about Education for Global Citizenship (GCED (<https://plus.google.com/+UNESCO>, 2021b)).

The policymakers of NEP 2020 (para 4.25) that Global Citizenship Education (GCED), is pertinent to develop essential skills like kindness, empathy, peace- co-existence, critical thinking, etc among learners. Global Citizenship portrays concern for each other and practicing compassion and kindness in all situations. The concept of empathy, mindfulness, compassion, and critical inquiry must be imbibed in young children right from the formative years to ensure individual and societal transformation. SDG 4.7 is about ensuring that all learners develop mindset for sustainable development, promote peace, and global citizenship and appreciate multicultural, multiregional, and multilingual diversity. The vision document of NEP, 2020 covers all the above aspects through the holistic development of the students by promoting creativity, critical thinking, empathy, and decision-making abilities (Ministry of Human Resource Development, 2020). The missing links in the school curriculum are evident to the Council for Global Citizenship. There are 17 Global Goals that can be accelerated and attained by young people through education. Social entrepreneurial activities can inculcate and promote kindness, prosperity, peace, and partnerships among people. There is a need to foster awareness, understanding, and advancement of SDGs by harnessing learners' natural curiosity from the very beginning.

The concept of knowledge societies includes a social dimension. It emphasizes social, economic, political, cultural, and institutional transformation from a pluralistic approach. The goal of a knowledge society is to support sustainable development, and gender equality, protecting the rights of weaker nations and weaker sections of societies through a more equitable distribution of resources.

In the present age is a age of global interdependence which has led to a higher degree of emphasis on global citizenship in education as citizenship is understood in global terms in the 21st century. Education has an important role in improving individual nations' global competitiveness.

Global Citizenship Education (GCED) is transformative in nature. It is a lifelong learning activity. It is the by-product of curricular learning and practical experiences to develop a **mindset** that is concerned for humanity and the planet and to equip people with global **competencies** to take responsible actions to create impartial, secure, peaceful, tolerant, sustainable, and inclusive societies. Communication skills, collaboration, critical thinking, and creativity, which are collectively known as 21st-century are global competencies. The education of the 21st century should develop the skills, knowledge, and values that people need to become active, constructive, responsible, responsive and innovative citizens who contribute to building more peaceful, just, and sustainable societies.

NEP, 2020 emphasizes competency-based approach to curriculum and the teaching-learning process. Learning has three domains ie Cognitive, Socio-Emotional, and Behavioural. These three domains are not isolated, in fact, they often overlap, reinforce each other, and can also occur in parallel. For instance, socio-emotional learning (SEL) is contingent upon understanding existing challenges in the community (cognitive) and making informed decisions (behaviour).

The three domains of learning ie knowledge (Cognitive), Affective (Socio-Emotional), and Psychomotor (Behavioral) are covered in Global Citizenship Education (*What Is Global Citizenship Education?* n.d.). The cognitive domain involves perception, acquisition, analysis, synthesis, evaluation organization, critical thinking, and use of knowledge and information. It focuses on developing knowledge about global citizenship, such as understanding human rights, social justice, and sustainable development. The socio-emotional domain is concerned with the inculcation of skills that facilitate learners' emotional well-being and healthy interactions with peers, teachers and family, and community members and figures of authority. It focuses on developing positive attitudes and values related to global citizenship, such as respect for diversity, empathy, and solidarity. The behavioural or psychomotor domain includes the development of the ability to use learned materials or to implement the material in new and concrete situations.^[1] It focuses on developing the skills and competencies needed to take action as a global citizen, such as critical thinking, problem-solving, and effective communication.

GCE expects three learning outcomes from learners. These are acquisition of knowledge and understanding of local, national and global issues and their interconnectedness and interdependency across the globe among the learners. Learners develop critical thinking and analytical skills. Learners experience a sense of belongingness to the global community, sharing common values like empathy, solidarity, and respect for differences and diversity and responsibilities based on human rights. Learners act responsibly, effectively, and efficiently at local, national, and global levels to make the world more peaceful and sustainable.

While GCE can take different forms, it has some common elements, which include fostering in learners the following competencies

1. An attitude of understanding that an individual has multiple levels of identity, and the potential for a collective identity that surpass individual cultural, religious, ethnic or other differences.
2. An in-depth knowledge of global issues and universal values such as justice, equality, dignity and respect along with the knowledge of global challenges which cannot be adequately or uniquely addressed by nation states like environmental

issues, genocide, etc. Interdependence and interconnectedness are the prerequisites to resolving the issues for sustainable development.

3. Cognitive skills to think critically, systemically, and creatively, adoption of multi-perspective approach including reasoning and problem-solving skills that identifies the different angles, dimensions, and perspectives of the issues. These skills will develop 'global competence' ie a blend of the technical-rational and the dispositional or attitudinal attributes".^[17]
4. GCE also has the component of non-cognitive skills, ie social skills like communication skills, empathy and conflict resolution, and aptitudes for networking and interacting with people of diverse backgrounds, origins, cultures and perspectives.
5. Behavioural capacities enable the individuals to work collaboratively and responsibly to find global solutions to global challenges, and to strive for the collective good.
6. The global competencies called 'psychosocial resources' are mainly of three types. These are usage of technology and language skills, ability to interact effectively in heterogeneous groups, and acting autonomously thereby enhancing 'Global consciousness'- the ethical or moral dimension of global citizenship, ^[19]

Strategies

By delivering lessons using all three domains, teachers are more likely to develop the broad range of knowledge, attitudes, values and behaviours that are expected of GCE. This approach also makes it possible to address the four pillars of learning that are key to ensuring learners are equipped with the skills they need to face the world as active and engaged citizens: Learning to know, to do, to be and to live together.^[15]

The teachers must play the role of a broadcaster and comprehend that the knowledge can be gathered from the variety of sources. The classrooms need to be stimulating and promote students' inner urge for learning and self-development. The pedagogy must elicit curiosity, innovation, and engagement and love for learning. The opportunities to be given to students learn to become responsible citizens and engage themselves in individual and community development as per their age and cognitive maturity. The learners must understand that issues like poverty, hunger, inequality, lack of opportunities, and climate change are a curse to society and these challenges can be resolved through individual and collective efforts.

1. Online film festival can be organised for learners to teach values of solidarity and respect. Films allow children to develop a critical mind and to consider moving images, beyond entertainment, as a communication tool. Curated films that promote, in part, the values of solidarity and respect for others can be made part of the curriculum. The dynamic catalogue of films appropriate for children ages 3+, 6+, 9+, and youth 12+ and 15+ can be made and shared with the stakeholders.
2. Impactful workshops that facilitate social responsibility and good citizenry among the student community. Interactive and experiential sessions help young people explore and practice concepts of equity, diversity, inclusivity, and active citizenship. The underlying theme is to instil a sense of belonging to a wider community and understanding that our well-being is linked to the well-being of others. Students imbibe the lessons in a more permanent and comprehensive way when the methods of learning are experiential. The workshops provide an interactive, engaging experience through role plays, games, group activities, discussions, and similar pedagogical tools. Students are also encouraged to complete an experiential project which involves participants completing a series of activities in between sessions.
3. Thematic sessions along with reflection, and experiential project can help students imbibe values of GCE. When learners participate enthusiastically in exercising their rights and engaging with authorities at all levels to solve community problems, more issues are resolved and more is achieved.
4. The capacity-building initiatives for education professionals on GCD be organised periodically.
5. Given the ability of social media platforms to give prominence to disinformation, hate speech and harassment, greater transparency and accountability of Internet companies is needed. Social media platforms should ensure their algorithms do not fuel hatred or falsehoods

NEP, 2020 help learners to develop their knowledge, skills, attitudes and values so that they can address contextual, local and global challenges they face in the interconnected world responsibly and effectively now and in the future.

NEP, 2020 focusses not only on the content and outcome of what is learned, but also on the process of how it is learned and in what type of environment it is learned. It emphasizes

emphasize action, change and transformation. It places importance on acquiring values and attitudes relevant to addressing global challenges and fosters skills for collaboration, communication and critical thinking.^[21]

NEP, 2020 enables a learner to reflect on their biases and assumptions, value diversity and inclusion. It also envisages to develop a greater understanding of countries, communities, and cultures around the world; events shaping the world. It aims to learn to work together to create solutions that try to address local, national, and global challenges, enhance knowledge, skills, and competencies to make positive contributions to society as informed and responsible global citizens. This will create just, inclusive, peaceful, prosperous, secure, and sustainable world for all.

New threats are endangering peace and human survival. These include climate change, pandemics and other challenges to health and well-being, the rapid spread of violent ideologies, indoctrination, messages full of hatred, unmindful consumption, racism, unregulated use of newer technologies, and widening economic and social inequalities. Education programmes should help in building resilience in learners.

Today, human rights and fundamental freedoms are increasingly under threat all over the world and people's trust level in public institutions is continuously reducing, the power of education to transform societies needs acknowledgement. The local administration, the accrediting agencies must recognize initiatives taken on Gender Equity and Constitutional Values. NEP 2020 lays emphasis on development of "higher-order" cognitive capacities and abilities. The skills like scientific temper, critical thinking, citizenship skills and values should be imbibed by all students. The education must promote values of justice, equality, and diversity over divisive beliefs and full integration of pluralistic societies. We need to adapt the curriculum, teaching learning strategies, assessment methods etc to cater to the opportunities, issues and challenges of an interconnected and interdependent world. National Policy on Education, 2020 promote sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development- The Education 2030 Agenda and Framework for Action,

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