

## **New Education Policy- NEP 2019 of India -Intellectual Slavery or Cultural Hegemony**

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### **Abstract:**

This paper discusses the proposal, implementations and repercussions of the New Education Policy – NEP 2019 of India. There are many areas where we observe a very clear influence of the intellectual slavery or may be the cultural hegemony on the blue print of the NEP. The question of defining ‘knowledge’ and the ‘knowledge system’ also is very important to understand the correlation between *Intellectual Slavery* and the provisions of the NEP. Education Policy is a framework to educate students and enhance the potential of higher learning. In any policy, knowledge generation is its primary thrust. The Education Policy should either establish or create knowledge potential i.e. the “Act of Knowledge” is the core of Education Policy. However, the question always comes: How to define the act of knowledge. It is an academic exercise. It is said that an academic institution and all its stakeholders are very well placed by performing their pseudo duties and responsibilities. But it does not create the act of knowledge. It is a good confession on the part of the policymakers that there is a crisis in knowledge creation.

**Keywords-** higher education, intellectual slavery, new education, national policy on education, NEP 2019

### **Introduction:**

Before discussing any education policy, we must know two things

1. What is the Education Policy?
2. Why do we need Education Policy?

Education Policy is a framework to educate students and enhance the potential of higher learning. In any policy, knowledge generation is its primary thrust. The Education Policy should either establish or create knowledge potential i.e. the “Act of Knowledge” is the hard-core of Education Policy. However, the question comes to how to define the act of knowledge. It is an academic exercise. It is said that an academic institution and all its stakeholders are very well placed by performing their pseudo duties and responsibilities. But it does not create the act of knowledge. It is a good confession on the part of the policymakers that there is a crisis in knowledge creation.

**Too many silos; too much early specialization and streaming of students into disciplines; Indian higher education has developed rigid boundaries of discipline and fields; along with a narrow view of what constitutes education.... Such rigid boundaries and silos violet the basic requirement of good higher education.**

**(Draft of education policy 2019- Page No 203-04)**

The Act of Knowledge is possible when learning is possible; -- qualitative learning is possible when there is a questioning spirit and Inquiring mind would become the vogue of the entire academic

enterprise. To create an inquiring spirit is the hardcore of any educational policy. In India, We have a history of education policy since independence. This policy-making act is based on certain assumptions:

- It is the aspiration and desire of the nation.
- The desire is an acquisition, promotion, and creation of knowledge.
- Each policy is governed by the historical needs of the nation.
- Every Education policy is an exhibition of the historical needs of the nation.
- Education policy cannot be a-historical or non-contextual.
- Education policy has to understand the historical needs of the nation. It ought to be non-singular. In short, education policy cannot exist without negotiations with history.
- Education policy has context and intentionality for present growth and the needs of the future. That is to say, education policy need not have only the contextual need index, but it has a futuristic compulsion-mapping of the future of the nation. Hence, education policy can never be an a priori construct otherwise; it would be a pseudo construct.
- Education policy is the torchbearer of future India. The discourse of education policy is a serious business and is to be taken seriously. It would be a utopian construct, only academic rhetoric.

### **How National Education Policies Fall Prey to Intellectual Slavery**

Intellectual slavery is the condition bound to philosophical bondage by somebody controlling the information generally dependent on scholastic pursuit. Intellectual slavery is focused on the scholarly world generally in underdeveloped nations.

Intellectual slavery is unique about the slavery endured by our predecessors hundreds of years prior in the name of financial or government decisions. It is riskier because it transforms us, citizens, into self-repeating robots making more slaves without anyone else.

### **Roots of Intellectual Slavery**

In his work, *the Poetics*, Aristotle depicts a characteristic slave as "anyone who, while being human, is by nature not his own but of someone else" and further states "he is of someone else when, while being human, he is a piece of property; and a piece of property is a tool for action separate from its owner." From this, Aristotle characterizes common subjection in two stages.

1. The first is the normal slave's presence and attributes.
2. The second is the normal slave in the public arena and association with their lord.

As per Aristotle, normal slaves' fundamental highlights incorporate being bits of property, devices for activities, and having a place with others. In the book I of the *Poetics*, Aristotle tends to inquiries whether slavery can be common or whether all subjection is in opposition to nature and whether certain individuals should be slaves. He reasons that the individuals who are as different [from other men] as the spirit from the body or man from a monster—and they are in this state if their work is the utilization of the body, and if this is all that can emerge out of them—are slaves commonly. For them, it is smarter to be governed as per such a standard, if such is the situation for different things referenced.

### **Intellectual Slavery from Medieval to Modern :**

Intellectual slavery didn't start today. It has its foundations in the old provincial outlook. It will probably absolutely control what is comprehensible by an individual or a gathering of individuals using power dimensions... It is quite clear that no one sees it. Intellectual Slavery was encoded in the pilgrim model of schooling to restrict what the citizens can know, and how to know it. Western instruction was made to inculcate the personalities of colonized citizens to think with a certain goal in mind.

### **Intellectual Slavery as Unethical:**

We are not free at some random place of time in the set of experiences and our brain. A disguised and undercover intellectual slavery is eating our general public from the inside. The guidelines have changed and the foe isn't

directing toward our minds any longer. Today the adversary is utilizing web-based media and the web to advance his anarchic, damaging, and underhanded philosophy to obliterate the general public. The subjection endured by our precursors in the past was generally physical than mental. However, in scholarly bondage, in case you've got, you'll get numerous different slaves.

### **Intellectual Slavery as Uncritical**

The old colonization rule was immediate and clear and it was extremely simple to dispose of it. All nations have acquired autonomy from that sort of compulsion. Slavery in any form is more awful today, it is a harmful malignancy spreading in the people's brain, polluting the general public's textures and social fabric.

One of the greatest losses of the whole interaction of intellectual slavery is seen in the local language or the primary language of the colonized nations today. For example, there is numerous Western language ( generally English) words that have no local words in our language since we don't have that knowledge production in our country. Mostly, we invest wholeheartedly in duplicating what westerners say. It occurs in Anglophone and Francophone nations too. knowledge creation has been moved to Western countries. They control what we should know and what we shouldn't know. This makes ideal intellectual slavery for the present generations just as people in the future.

### **Effects of Intellectual Slavery on Citizens:**

One of the greatest resultant impacts of intellectual slavery is to prevent us from scrutinizing our arrangement of administration and training.

- It stops citizens, researchers, and scholars from addressing set up western speculations. It deprecates our brain and prevents us from testing western academic perspectives, beliefs and, values.
- Intellectual slavery has a dangerous grasp on the psyche of citizens, for the most part in the underdeveloped nations.
- Intellectual subjection is focused on scholars, students, elites, researchers, educationists, intelligent people, from underdeveloped nations.
- This makes it hazardous as it has the capability of harming a group over the long haul.
- Western powers through intellectual slavery have introduced the wheel driving neo-imperialism and left. And to keep this wheel turning, it is being oiled by researchers, elites, and educationists prepared in the western musings. That is, it is a real sense to make them grow neo-imperialism perpetually, without help from anyone else.
- The Western ideologues have given us the impeded didactics of our schooling's framework. Given that our generation's openness to the web and web-based media without parental control, the incorrectness of data on the web, and the verbal mistakes have built up another languid society that just burns through without having the option to deliver or make.
- Knowledge creation is not, at this point the objective of such a society. This is a general public that won't ever have the option to procure its food later on.

### **Societal Manifestations of Intellectual Slavery :**

Cultural signs of Intellectual bondage :

To get this, we can take the example of current India. People in India have been managed by the British for so long and later in the wake of getting their knowledgeable opportunity, yet they appear to be subjugated philosophically. Notwithstanding being free nations, individuals in this locale have consistently liked the advancement made in the West and it has tempted them to a degree of craziness leaving them broke and denounced. The advances West is making in science and innovation are excellent, yet is everything about coordinating with them and resembling them makes us still their slave. We fail to remember that we hail from an alternate soil, having alternate hereditary code and even unique climate conditions. The scholarly level that is

accomplished by the West throughout the ages is rooted in industrialization but that doesn't suffice the continuous enslaving of any kind.

**Why intellectual slavery appears harmless.**

What is it about Intellectual Slavery that makes it harmless? What causes intellectual slavery to seem innocuous? The impact of intellectual slavery is exceptionally unfavorable. Everyone is a casualty. The training of a country should not duplicate or copying what and how the West learn. We don't need to reflect on schooling from the viewpoint of Western countries. We Citizens should make an arrangement of schooling where we pick what we need to know, how we need to know, what we should use as specific illustrations, what we should use as references, what we should use as chronicled references, e.t.c. To start genuine learning, we should cast off the old arrangement of schooling and educational program acquired from the West else, we will continue going around aimlessly always adoring Westerners as the custodians of Knowledge.

**A Case Study of New Education Policy- NEP 2019 of India**

In 1986, the current Education Policy was framed and in 1992, an amendment was passed. This NEP 2019 is a very needed update and evolution to the needs of the country. The NEP is not a simple document but is a road map for the development of the country. The Education policy will impact many generations of the new era. There is a relation in demand of industries and supply of educational institutions abroad. Today's education formula is "5+3+3+4". The first five years of education are very important as the children, of around 3 years need to have a strong foundation here for the success of the rest of their education and career. There is a need to formalize this initial stage of the education system. There needs to be a change in the teaching approach by including a medical, motherly, and psychological approach to it, in other words, having a holistic approach towards education. It will give a boost to the child for the rest of their life. There should be an expansion of the RTE (Right to Education Act).

**Rashtriya Shiksha Ayog:**

We live in a Plural Society, each state has its own unique identity, instead of a monolithic structure of governance in the form of Rashtriya Shiksha Ayog, we require the non-singular structure of governance, which should stress upon four basic academic values.

1. Freedom
2. Quality
3. Equity
4. Integrity

Academic Freedom is the hardcore of any academic practice and quality learning would be possible by self-reflexive thinking potential. Otherwise, Academic institutions in their stereotype mooring will suffer from myopia and would maim the nation. The academic institution will also suffer from Motivational Crisis, Rationality Crisis, and the crisis of legitimation.

**Important Thrust Areas of NEP:**

One of the most important thrust area of the New Education policy is Multidisciplinarity. It has been cast as an essential motor nerve of higher education. But, this myth of Multidisciplinarity needs critical examination. We should understand the concept of Multidisciplinarity. It involves more than a single discipline in which each discipline makes a separate contribution. The essence of Multidisciplinarity can be analyzed in the following three points.

1. Multidisciplinarity studies a given subject from the perspective of several disciplines at one time.
2. This implies Multidisciplinarity need not comply with various disciplines to integrate their insight for the study of the given subject.

3. Each method and theory used by the discipline and would dominate its home discipline.

To understand the problem Multidisciplinary approach merely juxtaposes disciplinary perspectives. Each discipline speaks with separate voices and yet the disciplinary status quo is not even questioned as they retain their original identity. We need to have critical thinking about Multidisciplinarity because the problem cannot be answered with the slash (/) of disciplines. Interdisciplinarity, which requires reflexive, self-reflexive, critical & creative, and innovative insight becomes mandatory for the betterment of the insight and understanding of new education policy. Interdisciplinarity with its critical and creative potential is more inclusive for the understanding not only of the problem but for disciplinary theories, their perspective, concepts, and methods.

But all the wonderful aspects of this policy might face the execution hurdles because of the intellectual slavery of the centuries. Learning needs to be work-based and needs to be pursued to get students to be able to hold and function efficiently in their future jobs. There is a lack of Skill-building in education. There needs to be good vocational studies in every institute like B. Voc. and M. Voc. Programs. There needs to be a collaboration with Skill sector councils to seek suggestions with this council. The employment and employability gap needs to be bridged. But at the same time, the amount of jobs generated by the Government is not sufficient and so, start-ups and Entrepreneurships need to be encouraged and given an incentive. The mindset of parents and students regarding start-ups should change. People should be comfortable with failure and learn from them, unlike the current education system that conditions students to be labeled and discouraged if they fail. There needs to be a skill shift and incorporation of new skills into the out-dated syllabus. Education should be flexible between streams and distance learning should be more accepted and accessible especially in remote rural areas where connectivity is scarce. Student well-being should also be given importance by giving quality care to the emotional well-being of students. This can be measured by Happiness Quotient.

As far as education and academics are concerned, there is a gap between corporate/industry and academia. There is going to be an upside-down change (as seen in Chapters 9 and 10 of NEP) in the structure of education. The objective is to revamp our higher education system to create world-class multi-disciplinary higher education.

Our current challenges in education are fragmentations, lack of transparency between institutes, inadequate mechanisms, lack of research in institutes, Sub-optimal Governance, and a system that overlooks fake colleges. The main aims of NEP are to end fragmentation, give students vibrant communities of scholars and peers to learn with, break down harmful lack of transparency between disciplines, make students well-rounded, create flexibility, develop active research committees especially for cross-disciplinaries and improve the efficiency of use of resources. The Institutional Restructuring and Consolidation of Multidisciplinary Universities has prohibited affiliating colleges and will stop them completely by 2032, they will either become autonomous, get merged, or become universities themselves. All universities will be fully residential units. The Rashtriya Shiksha Aayog (RSA) will be the apex body for education in the country.

#### **How to provide Inclusive education- From Transitive to Transformational:**

The biggest challenge for Indian education system is the promotion of our classical cultural heritage through education. In what sense do we find a precise education document that'll stick to the classical cultural heritage of India? Instead of sticking to a transitive approach, we need to go towards a transformational approach. We are the largest and youngest democracy in the world. We need to prioritize the content and quality of our education over several years. Our education syllabus needs to be well-prepared. Ideas may be good but they must give visible results in the reports later.

According to Classical Economic principles, the Government should never withdraw its influence; withdrawal is not a good indication. Any reforms or change has a transitory period. Policy needs to be given more to achieve more in the future. The Government cannot be a master player but it needs to initiate good things via policies. Ultimately, we should not have the 4 players in the Education: Everybody, Somebody, Anybody, and finally Nobody does it.

### Conclusion:

Our mental health and wellbeing require local area mindfulness with enough friendly equity to liberate the general public from this intellectual slavery. The present social orders are simply eating, drinking, dozing, and imitating, nobody is thinking, making, or designing! There is a genuine emergency in the general public's scholarly and social items, researchers have deserted science, journalists have deserted books and craftsmen have deserted expressions. It is possible that they left their countries looking for a superior spot elsewhere or they have lost the inspiration. We need to re-engineer our general public and zero in on making more good examples to help restore morals and to grow new attitudes. We need to battle for our opportunity and dispose of every negative philosophy and deceptions. We need to end this occupation and save our general climate. Each individual is the result of his general climate, assuming we improve it and work on rebuilding it, perhaps a similar individual will want to set controls of his future creation line.

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