

NEP 2020 In the Light of Swami Vivekananda's Educational Philosophy: An Analysis

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Abstract:

Swami Vivekananda envisaged that a New India will arise: 'She is awakening! This motherland of ours, from her deep long sleep. None can resist her anymore; never is she going to sleep anymore; no outward powers can hold her back anymore' (CW, 3.146).

Swami Vivekananda was a revolutionary thinker and out-of-the-box educationist who dared to discard the education system of his times and proposed to replace it with an encompassing student-centric harmonious model towards a unifying society which is just and equitable to all. He dreamt of a scheme of education which caters to the needs of the learners at every level-be it intellectual, moral or spiritual. The program that he propounded was a fusion of age-old traditional values extracted from our timeless scriptures and the modern scientific knowledge that could lead India to become a modernized nation, in unison with the developed powers of the world. There exist many grounds for commonality between Vivekananda's vision and NEP which reflects how we're trying to walk down the path laid down by his vision. His scheme of education is comprehensive and complete as it intends to develop all the must-haves in the young learners to help them sail through their lives with élan and to be an asset to the nation. His phenomenal educational philosophy reverberates in the guidelines laid by National Education Policy (NEP) 2020. Thus the present paper highlights the vision /ideals of Swami Vivekananda in the light of NEP 2020.

Keywords: NEP 2020, Educational Philosophy etc.

Introduction:

Swami Vivekananda had understood that mankind was passing through a crisis. The tremendous emphasis on the scientific and mechanical ways of life is fast reducing man to the status of a machine. Moral and religious values are being undermined. The fundamental principles of civilization are being ignored. Today human beings, the key component of society, are hardly human in nature. Therefore, Swami Vivekananda envisaged the creation of man who is compassionate as well as intelligent, "great in heart and great in mind", and who, by dynamism, can bring about positive change in society. Swami Vivekananda understood that such qualities of mind were possible only in a strong body, with 'muscles of iron and nerves of steel', as he put it. He wanted the students first to be physically strong and active. He said: 'Be strong, my young friends, that is my advice to you. You will be nearer to heaven through football than through the study of the Gita. He wanted such an education which would promote strength and effort. An education that develops the personality of each student completely. It is man-making education. Swami Vivekananda was a revolutionary thinker and out-of-the-box educationist who dared to discard the education system of his times and proposed to replace it with an encompassing student-centric

harmonious model towards a unifying society which is just and equitable to all. He dreamt of a scheme of education which caters to the needs of the learners at every level-be it intellectual, moral or spiritual. According to Swamiji, the key to education is celibacy, respect and self-confidence. The structure of national education that he wrote included public education, women's education, religious education, scholarship education, education through mother tongue, education of values, etc. Priority was given. He believed that the nation could not prosper without proper education.

Objectives of the study:

1. To study the educational views, ideals of Swami Vivekananda in relation to NEP2020.
2. To Discuss the similarities of Swami Vivekananda's educational views (in the 19th Century) and educational view of NEP 2020 in the 21st century.
3. To discuss the aims and objectives of NEP-2020 and Swami Vivekananda's ideas on education, observations wr.t. School and Higher education and the role of RKMM in implementing NEP2020.

Methodology of the study:

This study is theoretical and qualitative based nature, researcher analysis the objectives on the dependent on different secondary sources as well as primary. Here secondary sources are books, journal and articles and primary sources are nep reports and books.

Findings:

Actually, this study is qualitative nature and results has been analysed based on reports /papers/articles and previous few journals. Following the discussion, the findings as continuously –

Objective 1: - To study the educational views, ideas of swami Vivekananda in relation to NEP 2020

There are multifarious commonalities between Swamiji's vision of education and NEP 2020.

➤ **Ideals of Mother tongue:** Swamiji stressed upon the importance of mother tongue when imparting education to young learners and prescribed the learning of English and Sanskrit for an all-round personality enhancement. While English is necessary for mastering Western science and technology, Sanskrit aids in grasping the depths of our vast repository of classics. It implied that if language is not confined to a select few privileged people, social unity will become a reality. Keeping in character with the same sentiment, NEP seeks to make instruction in mother tongue mandatory for students at primary level. In addition, they would be required to study any other language mentioned in the list of official languages.

➤ **Ideals of Atmanirbhar Bharat:** -Swamiji's emphasis on science and technology finds a mention in NEP with salient initiatives like setting up of NRF, NETF, School Curriculum to incorporate ML, AI et al. His vision of evolving individuals who'd be opportunity providers rather than opportunity seekers finds resonance in NEP's thrust on vocational education right from school level. This ought to be a sure-fire formula for Atmanirbhar Bharat.

➤ **Ideals of True education:** -NEP 2020 promises to enrich and empower the uniqueness of every student because education as such is not about restricting one's potential, rather expanding it and taking it to the zenith as Swamiji said, **"true education is a relentless pursuit of truth and the constant endeavor to improve the human condition."**

- **The Ideal of Vishwaguru:** NEP 2020 harbours a lofty aim of restoring India to its former status of Vishwaguru through initiatives like Study in India, Stay in India and deeper engagement with the top 100 institutions of the world. As Swamiji had remarked on the intimate connection between national transformation and character transformation, NEP 2020 is guided by the desire to build an individual's character, through his intellectual prowess and equip him to stand on his feet while contributing to the nation and the world at large. Swamiji's educational vision will be realized through the forward and steady march in the direction of capacity building, character building and nation building through the ambitious and very aspirational NEP 2020.
- **The Ideals of Vasudev Kutumbakam** :-Swamiji used to say, "we are supposed to learn till our death and the experienced world is the best educator." His ideals go with India's vision of Vasudev Kutumbakam. The charter of the NEP 2020 envisions, "creating the education system holistic, flexible, multidisciplinary and aligned to the needs of the 21st century and 2030 Sustainable Development Goals." There was a time when the students across the world used to come to the universities like Nalanda and Taxila to acquire knowledge of science and arts. NEP is an attempt to reinstate the lost glory and make India a powerhouse of knowledge, excellence and innovation once again. In sync with the doctrines of Access, Equity, Quality, Affordability and Accountability, it aspires to metamorphose the educational ecosystem of the country into a vivacious knowledge society.
- **Ideal of moulding students into complete human beings:** -Swamiji exhorted, "do not believe that you are weak or small, you can do anything and everything." An important component in his vision was the emphasis on nurturing self-confidence and self esteem because according to him "education is not filling the mind with a lot of facts" alone, it has to be a meaningful and purposeful exercise. NEP 2020 aims at molding students into complete human beings imbued with moral and spiritual values, character, knowledge, skills, creative genius, innovation and leadership skills that could boast of exemplary sportsman spirit and teamwork. Swamiji is always rooted for the development of both- mental and physical strength. He said one should have "muscles of iron and nerves of steel". The government's Fit India movement and NEP 2020 are inspired and guided by his philosophy.
- **Education of Masses:** -"A nation is advanced in proportion to education and intelligence spread among the masses," Swamiji said. He found education to be the panacea for all social and global evils. He underscored the dire need of awakening individuals to their spiritual self because therein lies the very purpose of education. According to Swamiji, the end of all education is man-making. He proposed man-making education in the ambit of his overarching philosophy of Vedanta which finds resonance in the very first line of NEP 2020 thus, "Education is fundamental for achieving full human potential."
- **Education of man-making, character Building:** -Education to Swamiji "is not the amount of information that is put into your brain and runs riot there, undigested, all your life. We must have life-building, man-making, character-making assimilation of ideas." NEP 2020 emphasizes growth of creative potential of every individual alongside life skills such as communication, cooperation, teamwork, resilience, leadership etc which are sine qua non for building a wholesome personality. It is contingent on the principle that education must develop not only cognitive capacities but also empower social, ethical and emotional capabilities of the green horns.
- **Optimistic Future education:** The new policy is slated to be implemented gradually this decade starting 2021-22. The role of every student, teacher, parent and other stakeholders is paramount. Without active involvement of all the stakeholders, effective implementation of the new policy will be a distant dream. The Ministry of education vows to abide by the words of Swamiji- "Arise, Awake and Stop not

till the goal is reached” with regard to the implementation of NEP 2020 and I, as a diehard optimist, look forward to a brighter future.

➤ **Women Education according to Swami Vivekananda in the light of NEP 2020:** NEP 2020 also lays emphasis on Indian knowledge system with due respect. Swamiji also raise his voice in favour of ancient Indian women and their Purity. Swamiji said, “any attend to modernize our women, if it tries to take our women away from that ideal of Sita, is immediately failure, as we see every day. The women of India must grow and develop in the footprints of Sita, and that is the only way.” The Cambridge Dictionary also defined womanhood in the line of Swami Vivekananda, “ The belief that women should be allowed to some rights, power and opportunities as men and be created in the same way or the set of activities intended to achieve the state.” In the last part of 19th Century Vivekananda used the word ‘Feminism’ and also clearly discussed about the importance of development of womanhood. Swamiji believed that there is no distinction between men and women when you will consider about soul or Sprit, Knowledge and Wisdom Brahman and truth.

➤ **Education of SEDGs according to Swami Vivekananda in the light of NEP 2020:-** The Schedule Caste, Schedule Tribes, other background children, children brought up in the orphanage, minorities children and children in vulnerable situations, children of victims of trafficking, child beggars all are included as disadvantaged group children. For achieving social justice and equity, quality educations for all the children of the mass are important. Swami Vivakananda is a radical traditionalist as well as a Socialist , Being a socialist he believed that ‘Shudra’ should be awakened. According to him religion cannot be given on an empty stomach. About mass education Swamiji wrote “Education and raise the masses, and thus alone a nation is possible..... The whole defect is here; The real nation who live in cottages have forgotten their manhood, their individually.....”Swamiji clearly fell that for development of country education of Brahman to Shudra that is for all the people is necessary.

Objective: -2: - To Discuss the similarities of Swami Vivekananda’s educational views (in the 19th Century) and educational view of NEP 2020 in the 21st century.

The main underlying thoughts of the Policy as mentioned in its introduction reverberate with the ideas of Swami Vivekananda on Education to a large extent, some of which are as follows:

1. Education is fundamental for achieving full human potential.
2. Providing universal access to quality education is the key to India’s continued ascent, and leadership on the global stage in terms of economic growth.
3. The need for children not only to learn but more importantly *learn how to learn*.
4. Education must build character, and enable learners to be ethical, rational, compassionate, and caring.
5. Building upon India’s traditions and value systems.
6. The rich legacies of India to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system.
7. Teachers are the most respected and essential members of society.
8. Particular focus on historically marginalised, disadvantaged, and underrepresented groups.
9. Incorporation of the various elements are to be done by taking into account the local and global need of the country and with respect for and deference to its diversity and culture.

A Few Observations about NEP from the Viewpoint of Swami Vivekananda’s Educational Ideas

1. The NEP speaks about education being fundamental for achieving full human potential. However, it does not indicate that ‘*Divinity inherent in the human being*’ is the potential that is to be manifested to the fullest. In developing and perfecting its *adhyatma vidya*, the science of the Self, India has given a spiritual direction to human evolution consistent with the dignity of a human and one’s infinite potentialities. The Upanishads uphold that this search for fulfilment will take a person progressively beyond one’s physical and sensate awareness which is finite and limited. This, in turn, will give one a glimpse of one’s infinite, universal, and true spiritual dimension as the Atman that enables one to develop a true love for one’s fellow beings and serve them.

Swami Vivekananda says: ‘Teach yourselves, teach everyone his real nature, call upon the sleeping soul and see how it awakes. Power will come, glory will come, goodness will come, purity will come, and everything that is excellent will come when this sleeping soul is roused to self-conscious activity’ (*The Complete Works of Swami Vivekananda* (CW, 3.193).

2. The NEP says that education is instrumental in making India a leader on the global stage in terms of economic growth. This in a way narrows down the contribution that India can make to the world at large and be a *VishwaGuru*, world teacher on the global stage. The growth of a new and dynamic India with her vision of the infinite, universal, and true *human excellence* that would affect revolutionary changes within her own body-politic and also exert a distinctive influence on the rest of the world, is the vision that should inspire our education system.

3. The NEP says that children need not only to learn but to learn how to learn.

Swami Vivekananda also echoes this idea: ‘The true education, however, is not yet conceived of amongst us. ... It may be described as a development of faculty, not an accumulation of words, or as a training of individuals to will rightly and efficiently’ (CW, 5.231).

4. The NEP says that education must build character.

Swami Vivekananda says in this regard: ‘We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one’s own feet’ (CW, 5.232).

5. The NEP emphasises building education strongly on Indian tradition and value systems and nurturing the rich legacies of Indian culture. Swami Vivekananda is also of the same opinion when he says: ‘We must grow according to our nature. ... I do not condemn the institutions of other races; they are good for them, but not for us. ... We, with our traditions, with thousands of years of karma behind us, naturally can follow our own bent, run into our own grooves; and that we shall have to do’ (CW., 3.213–20).

However, Swamiji also points out that the mutual exchange of ideas in between India and other nations is the need of the day. He says: ‘Give and take is the law; and if India wants to raise herself once more, it is absolutely necessary that she brings out her treasures and throws them broadcast among the nations of the earth, and in return be ready to receive what others have to give her’ (CW, 4.365). And in this interaction through the exchange, India will discover her *Yuga Dharma*, the path suited for the present age.

Swamiji says: ‘Let rays of light come in, in sharp-driving showers from the four quarters of the earth; let the intense flood of light flow in from the West-what of that? Whatever is weak and corrupt is liable to

die-what are we to do with it? If it goes, let it go, what harm does it do to us? What is strong and invigorating is immortal—who can destroy that?’ (CW, 4.407).

6. The NEP rightly points out that teachers are the most respected and essential members of society. However, in order to keep up this lofty ideal prevalent in Indian ethos, the teachers need to be not only persons of knowledge of their subjects but also individuals of high character. *It is a life lived on a great ideal that inspires another life to truly accept and live the ideal.*

Swami Vivekananda says: ‘One should live from his very boyhood with one whose character is like a blazing fire and should have before him a living example of the highest teaching’ (CW, 5.369).

7. The NEP says that a particular focus will be put on the education of historically marginalised, disadvantaged, and underrepresented groups. Swamiji has always emphasised this urgent need of the nation. He exhorts: ‘Educate and raise the masses, and thus alone a nation is possible. ... The whole defect is here: the real nation who live in the cottages have forgotten their manhood, their individuality’ (CW, 8.307).

8. The NEP emphasises education through colloquial languages.

Swami Vivekananda accepts this: ‘The language in which we naturally express ourselves, in which we communicate our anger, grief, or love, etc.—there cannot be a fitter language than that. We must stick to that idea, that manner of expression, that diction and all’ (CW, 6.187).

Objective No:3- To discuss aims and objectives of NEP-2020 and philosophical ideals of Swami Vivekananda at School and higher education level.

The document of the new National Education Policy is divided into four major parts, namely: (a) School Education, (b) Higher Education, (c) Other key areas of focus, and (d) Making it happen.

1.NEP 2020 and School Education

A few points of the policy on School Education that draws attention to bringing qualitative changes to the present education scenario are as follows (the quotations are from NEP 2020 document):

1. Early childhood care and education - Children in Anganwadi Centres shall take activity-filled tours and meet the teachers and students of their local primary schools, in order to make the transition from Anganwadi Centres to primary schools a smooth one.

2. Foundational literacy and numeracy - (a) Special attention will be given to employing local teachers or those with familiarity with local languages. (b) Peer tutoring will be taken up as a voluntary and joyful activity for fellow students under the supervision of trained teachers. (c) Every literate member of the community could commit to teaching one student how to read. (d) Enjoyable and inspirational books for students at all levels will be developed. (e) Public and school libraries will be significantly expanded to build a culture of reading across the country.

3. Curriculum and pedagogy in schools—

1. Learning should be holistic, integrated, enjoyable, and engaging.
2. Restructuring school curriculum and pedagogy in a new 5+3+3+4 design—(a) The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning. (b) The Preparatory stage

will comprise three years of building on the curricular style of the foundation stage and will also begin to incorporate some light textbooks as well as aspects of more formal but interactive classroom learning. (c) The Middle stage will comprise three years of education building on the curricular style of the preparatory stage along with the introduction of subject teachers for learning and discussion on more abstract concepts in each subject including experiential learning within each subject, and explorations of relations among different subjects. (d) The Secondary stage will comprise four years of multidisciplinary study building on the curricular style of the Middle stage along with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student's choice of subjects.

3. To move the education system towards real understanding and towards *learning how to learn* and away from the culture of rote learning as is largely present today.
4. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals.
5. Education has to be the manifestation of the perfection which is already within an individual.
6. Curriculum content will be reduced in each subject to its core essentials to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.
7. Art-integration and Sports-integration will be taken up as a cross-cultural pedagogical approach.
8. Students will be given increased flexibility and choice of subjects to study so that they can design their own paths of study and life plans. There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular'; among 'arts', 'humanities', and 'sciences', or between 'vocational' and 'academic' streams.
9. High-quality textbooks, including in science, will be made available in the home language/mother tongue.
10. No language will be imposed on any State. Sanskrit will be offered at all levels of school and higher education as an important, enriching option for students. It will be taught in ways that are interesting and experiential as well as contemporarily relevant. Indian Sign language will be standardised across the country.
11. Certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world.
12. Students will be taught at a young age the importance of 'doing what's right', and will be given a logical framework for making ethical decisions.
13. All curriculum pedagogy will be redesigned to be strongly rooted in the Indian and local context and ethos.
14. The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorisation skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity.

4. Teachers - (a) Sharing of teachers could be considered in accordance with the grouping of schools adopted by State and non-Territory governments. (b) Teachers will not be engaged any longer in work that is not directly related to teaching.

5. School complexes - Efficient resourcing and effective governance through school complexes/ clusters.

6. Socio-economically Disadvantaged Group (SEDG) - Regions of the country with a large population from educationally-disadvantaged SEDGs should be declared Special Education Zones where all the schemes and policies are implemented to the maximum through additional concerted efforts.

7. Audit and Control of institutions - All the educational institutions will be held to similar standards of audit and disclosure as a 'not-for-profit' entity. Surpluses, if any, will be reinvested in the educational sector.

8. Vocational education - It will be integrated in the educational offering of all secondary schools.

A Few Observations about School Education as Envisaged in the NEP from the Viewpoint of Swami Vivekananda's Educational Ideas

1. The main thrust of Swamiji's educational idea is that 'Education is the manifestation of the perfection which is already in man' (CW, 4.358). He also says: 'The ideal of all education should be man-making. But, instead of that, we are always trying to polish up the outside' (CW, 2.15).
2. In a reply to a question of Sister Nivedita, 'What he felt to be the points of difference between his own schemes for the good of India and those preached by others?', Swami Vivekananda replied: 'One may desire to see again the *India of one's books, one's studies, one's dreams*. My hope is to see again the strong points of that India, reinforced by the strong points of this age, only in a natural way. The new state of things must be a growth from within' (CW, 8.266).
3. The *Chandogya Upanishad* (1.1.10) says that the manifestation of the true energy of character is generated by education: 'Yadeva vidyaya karoti sraddhayopaniṣada tadeva viryavattaram bhavatiti; whatever is done through mastery of the know-how, through faith (in oneself and one's cause) and through inner meditation—that alone becomes charges with the highest energy.'
4. Presently, education more often turns out to be collecting of information, especially at the school education level. The national Parent-Teacher Journal, April 1955 of USA says aptly about the current education: 'The mysterious process whereby information passes from the notes of the professor on to the note-book of the student, through his pen, without entering the mind of either of them.'
5. Swami Vivekananda says: 'Education is not the amount of information that is put into your brain and run riot there, undigested all your life. We must have life-building, man-making, character-making, assimilation of ideas' (CW, 3.302). 'The end aim of all training is to make the man grow. The training by which the current and expression of will are brought under control and become fruitful is called education' (CW, 4.490).
6. The NEP mentions the inculcation of values in education all through its levels in various ways. However, Values Education itself is often understood not in its true purport and hence fails to deliver the results it envisages. The term 'values' is often understood as 'virtues' that are to be taught to the students. A popular saying goes: '*Values are not taught, but they are caught.*' The intent of this saying is that values are not cosmetic ideas that can be put into oneself from the outside but are inherent in us. They are to be discovered within ourselves, asserted again and again, and manifested through our day to day actions.

7. We actually need the reality orientation of the values and ethics. The Indian education system needs a new foundation in Indian philosophy which is based on a correct understanding of Reality.
8. The true nature of this Reality was discovered for the first time by the sages of the Upanishads. The system of philosophy based on the knowledge gained by these sages is known as Vedanta.
9. Swami Vivekananda, has applied this Vedantic knowledge in the context of the past, present, and future of India and the world at large, and has enumerated ways to reach the true destinies of our lives as individuals, society, nation, and the entire human civilisation. His educational vision is actually the roadmap to these destinations. *The NEP needs to implement the aspects of values education in the line of these thoughts of Swamiji.*

2. NEP 2020 And Higher Education

A few points in the NEP of the policy on Higher Education that draws attention to bringing qualitative changes to the present education scenario are as follows:

1. It must prepare students for more meaningful and satisfying lives and work roles.
2. The purpose of higher education is more than the creation of greater opportunities for individual employment.
3. End the fragmentation of higher education by transforming higher education institutes into large multidisciplinary universities.
4. Allow a spectrum of institutions that range from those that place equal emphasis on teaching and research, that is, research-intensive universities; and those that place greater emphasis on teaching but still conduct significant research, that is, teaching-intensive universities.
5. A stage-wise mechanism for granting graded autonomy to colleges.
6. Curricula of all higher education institutions shall include credit-based courses and projects on community engagement and service, environmental education, and values-based education.
7. Multiple exit options in the degree programmes with appropriate certifications with the establishment of an academic bank of credit.

A Few Observations about the Higher Education as Envisaged in the NEP from the Viewpoint of Swami Vivekananda's Educational Ideas

1. The NEP says: '*The purpose of higher education is more than the creation of greater opportunities for individual employment*'. In the context of the present situation of India with its huge youth population who will be the receivers of this higher education, this '*more*' is actually about more calm thinking, more thinking together, and more purposeful thinking.
2. Our universities have to become the churning houses of ideas and the dynamos of inspiration, and this can be possible only when our youth enter the university as students in search of *true higher knowledge* and the *best* that the world has left for each new generation.
3. The teachers of these higher education institutions have also to function as proud lovers of knowledge, who not only use and enjoy it themselves, but also enhance it with their own intellectual contributions by sharing them with the new generation.
4. When our higher education institutions will truly become such a custodian of knowledge, comprising enlightened students and teachers, the nation will turn into a knowledge society as envisaged by the NEP.

5. Students who will be educated in higher education institutions will be entering into a practical world of struggle and opportunity. They thus need to be well equipped with inner strength and poise to face the challenges of life. Often, the curricula do not train the students in these aspects.
6. Our education system also needs to connect youth force with the struggles, aspirations, and all aspects of the society, country, and the world at large, and make them contributors to the betterment of humanity.
7. Swami Vivekananda says that nation-building in India must also involve giving back to the people their lost individuality. It means each child of the nation has to develop his or her personality, out of the prevailing state of being an anonymous face.
8. Swami Vivekananda has also warned about treason. He says: ‘So long as the millions live in hunger and ignorance, I hold every man a traitor who, having been educated at their expense, pay not the least heed to them’ (CW, 5.58). This truth must be broadcast all over India today, and especially among younger generation. For them, the motto given by Swamiji is not only to ‘be’, but also to ‘make’, also pointing out that our national ideals are ‘Renunciation and Service’.
9. Swami Vivekananda has put his great faith in the youth. He says: ‘My faith is in the younger generation, the modern generation, out of them will come my workers. They will work out the whole problem, like lions’ (CW, 5.223). Higher education has to build such a generation of youth.

The Role of Ramakrishna Math and Ramakrishna Mission in the Implementation of the NEP

Ramakrishna Math and Ramakrishna Mission (RKMM) is the custodian of the nation-building ideals of Swami Vivekananda. A close interaction between the Government and RKMM, both at the Central and State levels, will help those who are engaged in the practical implementation of the policy. RKMM has a vast array of publications in various languages covering various aspects of man-making, character-building, and nation-building ideas of Swami Vivekananda and also the eternal values of the cultural and spiritual heritage of India. This literature can be of immense help at various levels of implementing the NEP. Various monks and centres of RKMM are directly engaged in the field of education and working to put into practice the educational vision of Swami Vivekananda which has a lot in common with the NEP. They can offer their expertise as resource persons both at the state and national levels to enhance the quality of the implementation of NEP.

Conclusion:

NEP 2020 follows Swami Vivekananda’s vision for nation and youth. In this sequence Indian government Launched 'Jagruti' program of Ramakrishna Mission for students of classes I to V to ensure complete personality development of a child in alignment with the philosophy of National Education Policy (NEP) 2020. As per this mission, 'Jagruti' program will identify the potential of children. This mission is linked to NEP which will serve as the foundation to implement it properly and smoothly. NEP 2020 is deeply inspired by the philosophy of Swami Vivekananda. From Swami Vivekananda to Sri Aurobindo and Mahatma Gandhi, many of our greats envisioned an education system that is progressive and rooted in our civilizational values to take the country forward. We must prepare 21st century citizens who can take global responsibilities. That is why our education system should be in line with the national priorities. NEP 2020 is a step in that direction with a focus on teacher-based holistic education system for the students

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