

Research Paper

Relevance of NEP 2020 with Acharya Rajneesh's Educational Philosophy

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ABSTRACT

Acharya Rajneesh was an Indian spiritual teacher and developed a unique approach to educational philosophy that emphasized the importance of self-awareness and self-transformation. Educational Philosophies guides the purpose and direction of education system by shaping the outcomes of various educational policies and schemes. One such policy is National Education Policy 2020 (NEP 2020) that serve as a roadmap for the development and improvement of the education system. It provides a vision to establish guidelines for educators, administrators, and policymakers to achieve desired outcomes. In the present study, entitled as “Relevance of NEP 2020 with Acharya Rajneesh's Educational Philosophy”, methodology of content analysis is used to explore the relevance between Rajneesh's philosophy and the goals outlined in the NEP 2020 to strengthen the goals of NEP 2020. India's National Education Policy (NEP) 2020 and Osho's ideas about education may seem very different at first glance as NEP 2020 focuses on modernizing and reforming the education system, on the other hand, Osho's idea is based on educating the whole person, but their major goals and guiding principles are a lot alike that are important and can help make the school system more well-rounded and useful. This research paper examines ability of Rajneesh's Educational Philosophy to promote a progressive education system by comparing it to the NEP 2020.

Keywords: National Education Policy 2020, Educational Philosophy, Acharya Rajneesh

Educational policies provide standards for curriculum, teacher training, assessment, and infrastructure to sustain and improve education nationwide. They may eliminate gender, socioeconomic, ethnic, and disability-related education obstacles and emphasize equality. Educational policies may support economic, technical, and social development. The NEP 2020 is another comprehensive education framework for India. It replaced the 1986 education policy adopted by the Indian government in July 2020. In their article "A Review on National Education Policy 2020 and Its Influence on Academics," Shashidharan M. et al. (2021) state that the NEP 2020 aims to transform India's education system by promoting lifelong learning, equity, and 21st-century challenges. In “National Education Policy 2020: “What is in it for a student, a parent, a teacher, or us, as a Higher Education Institution/University?” by M. M. Panditrao et al., 2020, he highlighted the

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policy's principles, goals, objectives, and obstacles. He argues the NEP 2020 provides a national education vision and direction. It addresses learners' changing demands, promotes critical thinking, creativity, and holistic development, and improves the country's education system.

Kohlberg L., et.al., (2012), wrote an article entitled "Development as the Aim of Education" to explain the psychological aspects and philosophical aspects of educational progressivism. It is mentioned in their article that the aims and objectives of education are closely related to educational philosophies as they shape and guide the purpose and direction of the education system. Educational philosophies reflect different beliefs, values, and theories about the nature of education, learning, and the goals of the educational process. These philosophies inform the aims and objectives that educational systems strive to achieve and are derived by great scholars and philosophers who relate the philosophies of their life to education.

Osho, also known as Bhagwan Shree Rajneesh, was one such bright soul and an Indian spiritual teacher who gained popularity in the 1970s and 1980s. Subhash (2019), had conducted a study on The Teachings of Bhagwan Rajneesh (Osho), in Marathi language. According to the major findings of the study it can be concluded that Rajneesh developed a unique approach to spirituality and philosophy that combined elements of Eastern mysticism, meditation, and psychology with a critical analysis of contemporary society. Osho's teachings emphasized the importance of self-awareness and self-transformation as a means to achieve enlightenment or self-realization. He encouraged his followers to question societal norms, religious dogma, and conditioned belief systems in order to discover their own truth. Regardless of the controversies surrounding him, Osho's teachings continue to attract followers around the world. His books and recorded discourses are widely available, and his ideas on meditation, consciousness, and personal freedom continue to inspire and provoke thought.

Since NEP 2020 is the latest Educational Policy in India, Rajneesh's teachings are from the 20'th century, we will relate Acharya Rajneesh educational philosophy with NEP 2020 and explore the differences and similarities between them and investigate whether or not Osho's Educational Philosophy is capable of fostering the development of a progressive educational system.

Overview of Rajneesh's Educational Philosophy and NEP 2020

Acharya Rajneesh teaches self-discovery, awareness, experience, creativity, and completeness. He wanted to empower, aid, and progress students. He encouraged his pupils to pursue their goals. His spiritual teaching and thinking inspire students and instructors worldwide. He encourages utilizing education for self-improvement. Learning should be expanded. He encouraged self-discovery, emotional intelligence, creativity, and personal development in education. Acharya thinks that discovering one's actual nature and following one's path may lead to freedom and fulfilment. His education promotes inner growth and self-actualization. Osho encourages school creativity and uniqueness. Acharya promotes comprehensive education that nurtures the intellect and soul. He believes this teaching method is vital to build a new generation of creative problem-solvers. Osho advocates a more individualized, holistic, and creative education system that promotes originality and emotional intelligence above academic performance. Acharya advises letting go, quieting the mind, finding inner peace, discovering self-knowledge, and transcending the ego to achieve wisdom and insight to guide educational and life choices. Acharya Rajneesh's teachings help individuals understand themselves and the world, and thus foster personal

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progress and liberation. Acharya felt education should enable people to live full and meaningful lives, not only how to function in society. He believes that education should promote uniqueness, love, compassion, and understanding. Students need high-quality programs that adapt to changing education. Osho thinks academic knowledge and practical skills should help students grow emotionally, mentally, and spiritually. No tests or competitions. Students should select what and how they study. Osho teaches experientially. Morality promotes happiness, success, and well-being. Acharya Rajneesh preached mind-body health. He promoted meditation, self-awareness, and good eating. Acharya's education promotes wholeness, individualization, and self-expression. Osho's education paradigm stresses student engagement, self-awareness, and creativity. Osho believes education should teach youngsters how to live a meaningful life, not only skills and information. For a healthy and happy life, education should promote knowledge, compassion, and mental growth. Education helps individuals overcome life's challenges and live happily. Acharya said the school system did not educate youngsters for life. He advocated personal development, inventiveness, and fulfilment above conformity and economic success. Acharya Rajneesh's education concept solves India's problems. Awareness, meditation, and self-transformation enable individuals evaluate their lives. (Osho, 1997, 2006, 2009)

NEP 2020 promises a comprehensive and revolutionary Indian education system. It addresses various learner needs, fosters critical thinking and creativity, promotes fairness and diversity, and prepares students for 21st-century issues. The policy aspires to provide excellent education to all children, particularly marginalized and underprivileged ones. It promotes gender, socioeconomic, regional education equality, students' academic, physical, emotional, and ethical growth. To give a well-rounded education, it integrates arts, athletics, and vocational education. The NEP 2020 encourages students to study many topics. It allows students to pick from a variety of disciplines, encouraging creativity and particular interests and abilities. Competency-based learning replaces memorization in NEP 2020. It promotes critical thinking, problem-solving, communication, cooperation, and digital literacy to help students apply information in real life. The NEP 2020 also promotes excellent education and student learning. To enhance education and learning, it promotes creative teaching techniques, teacher training, and frequent assessments. It improves training and assistance to make them better mentors and learning facilitators. (NEP, 2020)

NEP 2020 includes academic and employment goals. Its goal is to educate pupils for academic achievement and the job market. The NEP 2020 emphasizes multimodal education, skill development, critical thinking, entrepreneurship, industry-academia partnership, and continual professional development to improve students' academic performance and employability. NEP 2020 overhauls the examination system to make it more comprehensive and learner-centred. The NEP 2020 seeks to replace rote memorization and high-stakes exams with a more comprehensive and continuous evaluation system. Under NEP 2020, exams will be more thorough, ongoing, and learner-centred. The NEP 2020 aims to create an assessment system that supports students' holistic development, deepens learning, and reduces the burden of high-stakes exams by promoting formative and competency-based assessments and using technology. Technology can alter education and improve access, quality, and fairness, according to the NEP 2020. It encourages successful technology integration in education. NEP 2020's technology usage in education goals are to increase learning, access to quality education, and student development. The NEP 2020 seeks to establish an inclusive, learner-centred, and digitally empowered education system in India using technology. (NEP, 2020)

Objectives of the study

1. To explore the differences between Rajneesh's Educational Philosophy and NEP 2020.
2. To explore the similarities between Rajneesh's Educational Philosophy and NEP 2020.

METHODOLOGY

Since the present study was a review therefore investigator referred some methodological articles (Galvan & Galvan, n.d.; Kumar, 2023) and meticulously outlined the research objective and conducted a comprehensive review of four studies (Shashidharan M. et al., 2021; M. M. Panditrao et al., 2020; Kohlberg L., et al., 2012; Subhash, 2019) to substantiate the current study. Given the qualitative approach adopted for exploring Rajneesh's educational philosophy, primary data was judiciously gathered through Purposive Sampling from the extensive discourses delivered by Acharya Rajneesh during his lifetime. With over 600 available books authored by Osho, the investigator selected three based on their availability, linguistic accessibility, and relevance to the study's objectives: "The Book of Wisdom" (2009), "The Golden Future" (1997), and "The Book of Understanding" (2006). For the review of the National Education Policy (NEP) 2020, support was drawn from sources such as Panditrao & Panditrao (2020), ROY (2022), and the official NEP 2020 document. Subsequently, the methodology of Thematic Content Analysis was employed in the present study, focusing on the identification and analysis of themes.

RESULTS AND DISCUSSION

Theme #1 Major differences between Rajneesh's Educational Philosophy and NEP 2020

Acharya 's educational theory and India's National Education Policy (NEP) 2020 are both about education, but they look at it in different ways. The main goal of the NEP 2020 is to make changes to and update the Indian education system. On the other hand, Osho's idea is based on educating the whole person.

- a) Aims of Education: The NEP 2020, which was made by the Government of India, wants to change the education system by focusing on key areas like making sure everyone has access to great education, encouraging critical thinking and creativity (Panditrao & Panditrao, 2020) and promoting all-around development (ROY, 2022). It talks about how important it is to know how to read and do math, use technology in the school, and get a job-related education. (Panditrao & Panditrao, 2020). The NEP 2020 also talks about how important it is to learn about different things and have different ways to learn. (Panditrao & Panditrao, 2020) On the other hand, Acharya 's educational theory puts a lot of emphasis on self- exploration, meditation, and being yourself (Osho, 2009). Acharya believes that education should help people find their true nature, passions, and talents and help them grow from the inside out. (Osho, 2006). Osho's philosophy says that education should lead people to question and fight social norms and conditioning, and it should help learners to grow in all parts of their lives: physically, emotionally, mentally, and spiritually (Osho, 2009).
- b) Academic Aspect: The NEP 2020 does say that growth is important in all areas, but it puts most of its attention on academic and job growth. (Panditrao & Panditrao, 2020). Through coding, vocational classes, and workshops, the policy wants to help people learn useful skills and become more employable (NEP, 2020). On the other hand, Osho's theory says that education is about more than just getting good grades. (Oshos, 1997). It should also include being self-aware, having emotional intelligence, and growing spiritually (Osho, 2009).

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- c) Digital empowerment: The NEP 2020 stresses the importance of technology in education and calls for schools to use digital tools and resources. (Panditrao & Panditrao, 2020). It helps people learn online and from far away. It also uses AI to make learning more personal (NEP 2020). Even though Acharya 's ideas came before current technology, they encourage using it in a balanced way. Osho says that tools and technology from the outside should not be the main focus of education. Instead, the focus should be on inner understanding and first-hand experience (Osho, 2009).
- d) Conformity: Another big difference between the NEP 2020 and Acharya 's ideas is the part about conformity. Standardized tests and grades are a big part of the NEP 2020. (Panditrao & Panditrao, 2020). These make sure that the education system is accountable and consistent. On the other hand, Acharya did not supported the pass-fail criteria in examination, instead he wants learner to learn for their inner development. (Osho, 2006). He thinks that schooling should not force people to be the same, but should instead help them be unique and creative. (Osho, 2009).

Theme #2 Major similarities between Rajneesh's Educational Philosophy and NEP 2020

India's National Education Policy (NEP) 2020 and Osho's ideas about education may seem very different at first glance. But their major goals and guiding principles are a lot alike. Here is a more detailed explanation of how Osho's idea fits into the NEP 2020:

- a) Holistic growth: Both Osho's philosophy and the NEP 2020 recognize how important holistic growth is. The NEP talks about how important it is to help people grow in their bodies, minds, emotions, and morals. (ROY, 2022). In a similar way, Acharya 's theory is about taking care of all parts of a person, including their physical, mental, intellectual, and spiritual sides. Acharya 's lessons urge people to look inside themselves, learn more about themselves, and find emotional balance. (Osho, 2009).
- b) Creativity and Critical Thinking: The NEP 2020 puts a lot of emphasis on getting kids to be creative, think critically, and come up with new ideas. It wants to move away from learning by memorization and toward learning through experiences and different areas. (Panditrao & Panditrao, 2020). This goal fits with Acharya 's theory, which tells people to question, push, and go beyond what society has taught them. Acharya says that it is important to think for yourself, be unique, and be creative. (Osho, 2009).
- c) Individuality and Unique Talents: Osho's theory stresses how important it is to be yourself and find your own unique skills and hobbies. The NEP 2020 also sees the need for a learner- centered method, which gives students the freedom and choices they need to find out what they are good at and what interests them. (Panditrao & Panditrao, 2020). The teachings of Acharya Rajneesh can help the NEP meet its goal by encouraging students to be themselves, follow their passions, and make their own learning paths. (Osho, 2006).
- d) Mindfulness and well-being: The NEP 2020 stress the importance of mental health and well-being in education. It focuses on how yoga and meditation can be used together (NEP 2020). In Osho's theory, being mindful, meditating, and being aware of yourself are all very important ways to build emotional balance and general well-being (Osho, 2009).
- e) Flexible Learning Pathways: The NEP 2020 supports flexible learning paths that let students choose their own topics and take vocational classes. (Panditrao & Panditrao, 2020). This idea is backed by Acharya 's philosophy, which says that people should learn more about their hobbies and interests by exploring themselves. (Osho, 2009).

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- f) Hands-on experience and actual skills: NEP 2020 know how important experience and skills in the real world are. It puts a lot of weight on trade schools, internships, and learning by doing. (Panditrao & Panditrao, 2020). The Osho's philosophy stresses the value of real knowledge and encourages people to learn from their own experiences. (Osho, 2009).

Implication of study

1. It is important to approach the exploration of the relevance between Rajneesh's philosophy and the NEP 2020 with an open and critical mindset, recognizing both the potential value and philosophical perspective. Such exploration can contribute to a more comprehensive and inclusive understanding of educational goals, strategies, and philosophies, ultimately leading to the advancement of the education system.
2. Adding Acharya 's point of view can help the NEP create an education system that helps each student reach their full potential.
3. Using Acharya 's ideas can help make a warm and helpful environment that cares about students' mental and emotional health.
4. We could get more ideas from Osho's point of view about how to make learning more open and individual.
5. Osho's ideas about experiential learning can help the NEP meet its goal of preparing students for real-life challenges by teaching them practical skills, encouraging self-exploration, and helping them understand the subject better.

CONCLUSION

NEP 2020 is a comprehensive policy document that was crafted to address the requirements of a nation as large and varied as India. It takes into consideration a number of real problems, the opinions of those with a stake in the system, and changes to the system as a whole along with the requirements of various groups, the requirements of the infrastructure, and the changes that have occurred inside the organisation. Primary focus of the policy is on addressing practical issues, modern challenges, developmental needs, and implementing reforms in the education system. While, Acharya 's theory is a spiritual view of education and his teachings go beyond the scope of formal education and touch upon broader aspects of personal growth and spiritual development. Osho's philosophy is thought-provoking and intriguing, it should be noted that it represents a spiritual perspective on education, which may not be compatible with the actual requirements and priorities of a given nation. It offers novel insights and views on personal growth and spiritual development but it does not directly connect with the goals and approaches that are specified in the National Education Policy (NEP) 2020 for the purpose of promoting a progressive educational system. While the teachings of Osho may provide useful insights on personal development and self-awareness, it is possible that they do not immediately address the complex issues and needs of developing a progressive educational system, as indicated in NEP 2020. It is essential to emphasise that the National Education Policy Framework (NEP 2020) is an all-encompassing policy model that was established after exhaustive study, considerable consultation, and careful evaluation of a wide range of educational philosophies, research results, and current educational requirements. It is possible that some components of the vision for NEP 2020 might be enhanced by incorporating features of Osho's educational philosophy, such as encouraging holistic growth, self-awareness, and personal change. However, in order to guarantee that it is effectively implemented within the framework of a progressive educational system, it would need careful modification and alignment with the wider aims and strategies described in the policy. Adapting and aligning it would be a complicated process.

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Conflict of Interest

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