

## Re-imagining education in an India at 100



### Context:

- The Union Cabinet had approved the National Education Policy 2020 on 29th July 2020. The policy outlines the vision of India's new education system.
- There is a need to explore the contours of national education practices leading to 2047 when politically independent India becomes 100 years old.

### Five Design Principles:

- From a teacher's perspective, the next education practices can be viewed through the following five design principles.

### Autonomy: To Excel is the key

- The greatest insurance for autonomy is excellence in students' outcomes rather than a piece of legislation.
- As long as institutions continue to excel, they will earn their autonomy through social, community and citizens' sanctions. Legislation may help.

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- In practice, autonomy cannot be defined by entitlement nor limited by unlawful encroachment.
- By 2047, autonomy has to be **imbibed as an institutional culture** rather than a personal perquisite of a vice chancellor, principal or a director.
- There needs to be autonomy in teaching methods, autonomy of the learner in creating her own curriculum, autonomy of thought and self-governance — Swayttata.

### Learning: Technology Rich Settings

- In 2047, six billion people in the world would constitute the middle class. With little money but with enormous hunger for learning, they will define the learner base for a **networked global university system**.
- **Technology will proliferate intelligence** from hardware to software to everywhere.
- Teachers will evolve from ring masters to zen masters, raising awareness rather than delivering content.
- The four core tasks of the university: creation; dissemination; accreditation and monetisation of knowledge will require a sweet synthesis of algorithm and altruism.
- Learning will involve mobilisation of knowledge for a specific person; is a specific context to face specific challenges or problems.
- In the ultimate analysis, learning will be about propagation of crucial questions rather than pre-determined answers. Pressure of performance will have to co-exist with the pleasure and ecstasy of learning — ananda.

### Trans-disciplinarity: Coherence across fields

- The new National Education Policy (NEP) roots for multi-disciplinary institutions rather than standalone schools. Multidisciplinarity involves experts from different disciplines working together, each drawing on their unique disciplinary knowledge.
- However, by 2047, trans-disciplinarity rather than multi-disciplinarity will be the norm. Transdisciplinarity is about creating a coherence of intellectual frameworks beyond the disciplinary perspectives.

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- Knowledge in 2047 will move from discipline-based units to the **unity of meaning and understanding**.
- The **reductionist knowledge of the West** that explains the whole as the sum of parts will yield space to the quest for the part less whole that the rishis of the Upanishads described as purnatwa.

### **Technology-Innovation: School as connecting hub**

- Technology-led innovation will take learning from cognition to immersion.
- Traditionally, students of professional courses learnt through field and factory visits. Today, it is possible for a factory experience to be simulated in a classroom.
- In 2047, school will not be a brick and mortar house but a connecting hub that will digitally decode, deliver and disperse knowledge.
- Disruptive innovation will enable **technology to give greater access** to hitherto exclusive knowledge and fulfil unmet learner needs.
- Technology will not be a cosmetic add-on but serve a strategic purpose. Leading schools of the world will harness talent and technology seamlessly.

### **Values, mindset and culture: Nurturing minds with values**

- By 2047, Indian teachers will be engaged in nurturing global mindsets based on three classical values of India: satyam (authenticity), nityam (sustainability) and purnam (wholeness).
- Mindsets will be based on how learners receive information and not what information they receive; on how to think rather than what to think.
- Education is finally about creating and sustaining wholesome cultures rather than serving the templates of outmoded civilisations.
- The most valuable outcome of education is the becoming of a competent and compassionate human being.

### **Conclusion:**

- In 2047, a teacher's role, based on five principles, will be to oversee the transformative re-birth of citizens.