



NATIONAL EDUCATION POLICY 2020

Policy Review Consultations

FACILITATED BY
CBCI OFFICE FOR EDUCATION & CULTURE

**SUMMARY
REPORT**

20 AUGUST 2020

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DATA**

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CBCI Office for Education and Culture welcomes the National Education Policy 2020 (NEP 2020) for its emphasis on visioning many positive reforms ahead in the education sector in India. The new policy lays down a road map for the coming two decades for Indian Education. This ambitious and promising document is complex and needs further discussions and debates.

The cabinet approved the policy without discussion in the parliament. This is a vision document for 20 years, which further requires an action plan to be operational. The Minister of Education clarified that the reforms in higher education would be reflected in a bill that is getting ready to be introduced in the parliament.

This report highlights the concerns and challenges of NEP 2020 gathered through the online consultation, and the Web-Conference held on 20th August with 900+ Catholic Educators from all corners of the country. The consultation has helped in deepening our understanding and impact of the policy for 35000+ Catholic Educational Institution in India. CBCI Office for Education and Culture will continue this consultation process to present our concerns and challenges on behalf of the Catholic Church to the Ministry of Human Resource Development (MHRD), Government of India.

We are grateful to Most Rev. Andrews Thazhath, Archbishop of Thrissur and member Bishop of CBCI Office for Education and Culture and the resource persons who contributed to the critical understanding of the NEP 2020.

Dr. Fr. Maria Charles
Secretary
CBCI Office for Education & Culture

MESSAGE



**Archbishop
Andrews Thazhath,**
Member,
CBCI Office of
Education & Culture

I am happy and privileged to address you, as the 'CBCI Office for Education and Culture' is organising a National Policy Consultations on "National Education Policy: Challenges and Possibilities" with prominent speakers and participants.

As Member of CBCI Office for Education & Culture, I convey wishes on behalf of Chairperson Archbishop Thomas D'Souza and Co-Member Archbishop John Moolachira. We are happy because of eminent speakers like Dr Joseph Xavier SJ, Dr John Dayal, Fr. Telesphoro Tiago Fernandez and Dr. Fr. Varghes Panthaloorkan CMI is addressing us today. I take the opportunity of thanking the speakers. Thank you also to the educators and participants for the work you do to make educational institutions places where one can experience growth in the light of the Gospel.

The National Education Policy lays down a road map for the coming decades for transforming the Indian Education system. This ambitious and promising document needs further discussions to clarify our concerns, and we need to share our opinions with the policymakers who will be further bringing implementation laws. I have come to know that extensive efforts, deliberations and inputs have been involved in the drafting of new NEP since 2015. With the NEP approved and introduced, I think, the education sector in India is at the crossroads. Ever since the New Education Policy (NEP) 2020 was approved by the cabinet, it has been hailed as a ground-breaking and progressive policy with some of its reforms being long due. A system that promotes meritocracy, equal opportunity and equity are sound, but they always lie a gap between theory and practice.

The NEP 2020 rightly emphasises on (1) Quality Education, (2) Quality Institutions, (3) Quality Curriculum and pedagogy, (4) Quality teachers and (5) Quality teaching. It focuses on conceptual understanding, Critical thinking and creativity and continuous review and assessment. It has praise-worthy intentions like universal access, ensuring equality and inclusion, bringing back out of school children, focusing on foundational literacy and numeracy and 21st-century skills through effective governance. It speaks of achieving common standards and gender inclusion.

But we also have some apprehensions: For example (1) Regarding how achievable are these given the fact that some three lakhs anganwadis have no toilets and some 1.5 lakhs have no drinking water and by and large the infrastructure, especially, in government schools are still inadequate and shortage of teachers go into lakhs. (2) Our apprehension is also whether the concept of school complex and twinning of schools will interfere with our minority rights based on art. 30 of the Constitution of India. (3) Some have also called NEP 2020 a National Exit Policy as students now may exit from education due to the lack any reservation, scholarship being only on merit, graduation with multiple exits and admission to higher education through NTA. (4) Does this education policy reassure the minorities, the SC/STs, the Economically Weaker Section and OBCs that this policy will promote their lives and livelihood? Or does it think only about the rich making education more costly through corporatisation and is there an excessive centralisation?

I want to remind you about a video message by the His Holiness Pope Francis to the 2019 International Congress of the Catholic International Education Office (OIEC) to the educators: Quote: "... the whole person must be placed at the centre of educational work. To this aim, an educator must be competent, qualified and, at the same time, rich in humanity, at ease among the students and ready to promote their human and spiritual growth. An educator must combine his or her quality in teaching with a capacity for attention and loving care for individuals. Both these aspects require permanent formation that helps teachers and administrators to maintain a high level of professionalism and, at the same time, to nurture their faith and their spiritual motivation. "(End Quote)

I pray that we have God's blessings and humility to be motivated and be inspired to accept the changes. This calls for us to be more engaged in the unlearning process and build our institutions as a place of excellence with the Catholic orientation. We need to put the students in the centre of our thought process when we understand the policy as it impacts them the most.

I thank CBCI Office of Education and Culture, which has brought us together for this consultation series, which will help us to develop the Catholic Education Policy 2020. I want to convey my sincere gratitude to all those who work in Catholic education. I encourage you to read the signs of the times with open hearts and minds to build on the Catholic Education policy in India.

May Holy Spirit guide you! With these brief words, I now have great pleasure in officially declaring this webinar on 'National Policy Consultations on "National Education Policy: Challenges and Possibilities" open.

Thank you.

NEP 2020 POLICE HIGHLIGHTS

SCHOOL EDUCATION

CURRICULUM

- Universalisation of Early Childhood Care Education (ECCE)
- Attainment of Foundational Literacy And Numeracy by Grade 3 in Mission mode
- Reduction in the curriculum to core concepts
- Curriculum and pedagogy to be transformed by 2022 to promote skill-based and minimise rote based learning
- Revision of National Curriculum Framework (NCF) for school education and teacher education 2009 by 2021
- Innovative Pedagogy: Transforming the teaching-learning process
- No hard separation between arts and sciences, curricular, co-curricular and extracurricular area.
- Freedom of choosing a variety of subject combination to be provided
- Integration of technology-enabled pedagogy in classes 6-12
- Medium of instruction until grade 5, and preferably till Grade 8 and beyond, will be home
- Language/ mother-tongue/ local language
- Vocational integration from class 6 onwards

ASSESSMENTS

- Teachers to be prepared for assessment reforms by 2023
- Census assessments at crucial stage in classes 3, 5 and 8 to track achievement
- Reforming examinations in grades 9 to 12 including board exams
- New school structure will be 5+3+3+4
5 years – Pre schooling + 1st and 2nd std
3 years – 3rd, 4th and 5th std
3 years – 6th, 7th and 8th std
4 years – 9th, 10th, 11th and 12th std

MENTAL AND PHYSICAL HEALTH AND WELL-BEING

- Mandatory for students to acquire skills in health and nutrition; physical education, fitness, wellness, and sports
- Annual health check-up for all students
- Focus on children with disability

SCHOOLS

- Setting up State School Standards Authority (SSSA)
- Public and private schools (except the Central Government schools) will be assessed and accredited on common minimum criteria
- Private/philanthropic schools to be encouraged and enabled to play a beneficial role.
- Development of School Quality Assessment and Accreditation Framework (SQAAF) by SCERT & NCERT
- Periodic 'health check-up' of the overall system through a sample-based National Achievement Survey (NAS)

TEACHERS

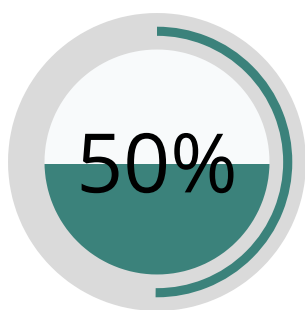
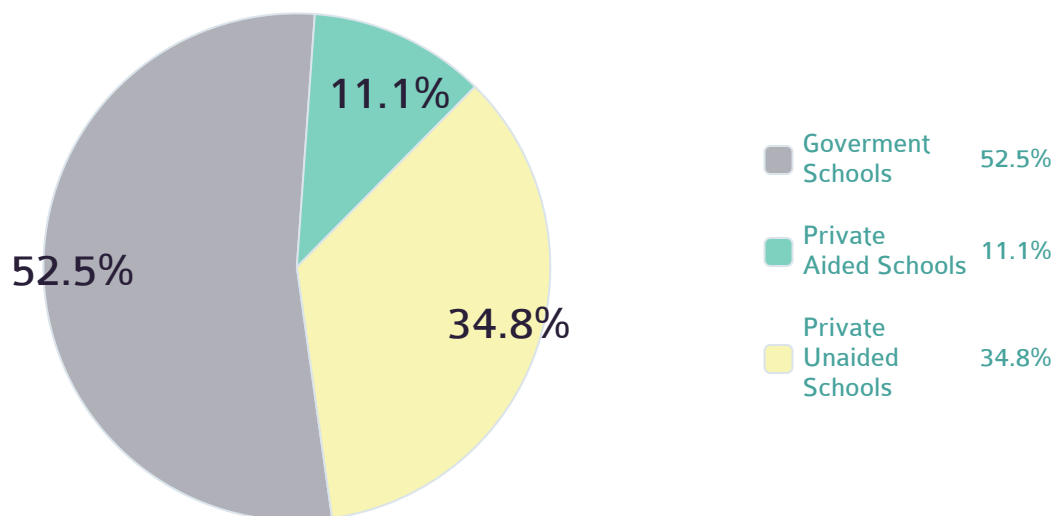
- Teacher education will be moved by 2030 into multidisciplinary colleges and universities
- Teacher Qualifications
 - four-year Integrated B.Ed: Minimum degree qualification for teaching that includes student-teaching at local schools, by 2030
 - two-year B.Ed: For applicants with an existing Bachelor's Degrees in other specialised subjects
 - one-year B.Ed: For those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or has obtained a Master's degree in a specialty.

HIGHER EDUCATION

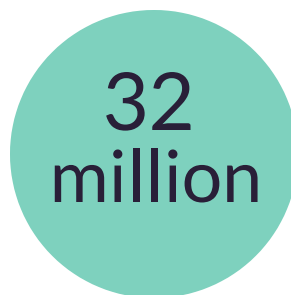
- Public investment in education to reach 6% GDP
- Gross Enrolment Ratio in higher education, including vocational education from 6.3% (2018) to 50% by 2035.
- Graded Autonomy: Academic, Administrative and Finance
- Phasing out affiliation system in 15 years
- Single regulatory for higher education
- Online-Self disclosure-based transparent system for Approvals in place
- of 'Inspections'.
- Common norms for Public and Private Higher Education Institutes
- Special Education Zone for disadvantaged regions
- Establishment of a National Research Foundation (NRF).

National Education Policy 2020, in order to bring the focus back on education and learning, The Government has decided that the Ministry of Human Resource Development (MHRD) be re-designated as the Ministry of Education (MoE). In the decade of 2030-40, the entire policy will be in an operational mode, following which another comprehensive review will be undertaken.

INDIAN SCHOOLING SYSTEM (2019 Data)



50% of class 5 students cannot read basic text or solve a basic arithmetic problem.

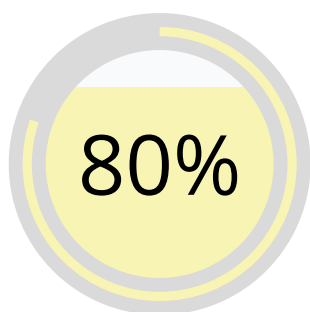


Children of age up to 13 years have never attended any school,

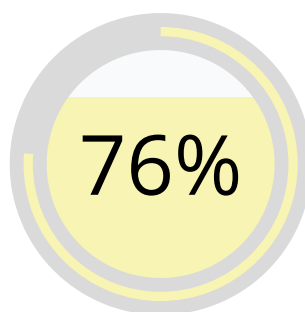


India's children ranked 73rd out of 74 countries in the International PISA test

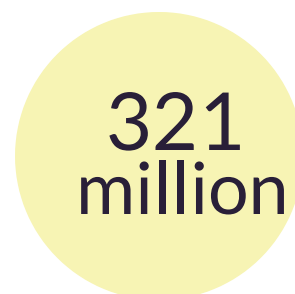
STATUS OF INTERNET USE & REQUIREMENT FOR ONLINE LEARNING



Indians above the age of 5 could not use the internet.



Families with no internet facilities



Students are away from school due to lockdown

NEP 2020 POLICE CHALLENGES & CONCERNS

The National Education Policy (NEP), 2020 has been approved by the Union Cabinet on 29th July 2020. NEP 2020 is the first education policy of the 21st century, which aims to address the many growing developmental imperatives of our country and is aligned to the 2030 Agenda for Sustainable Development. The National Education Policy, 2020 is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability. NEP 2020 recommends many transformational ideas for school education. The New Education Policy emphasized to ensure universal access to high-quality ECCE across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged.

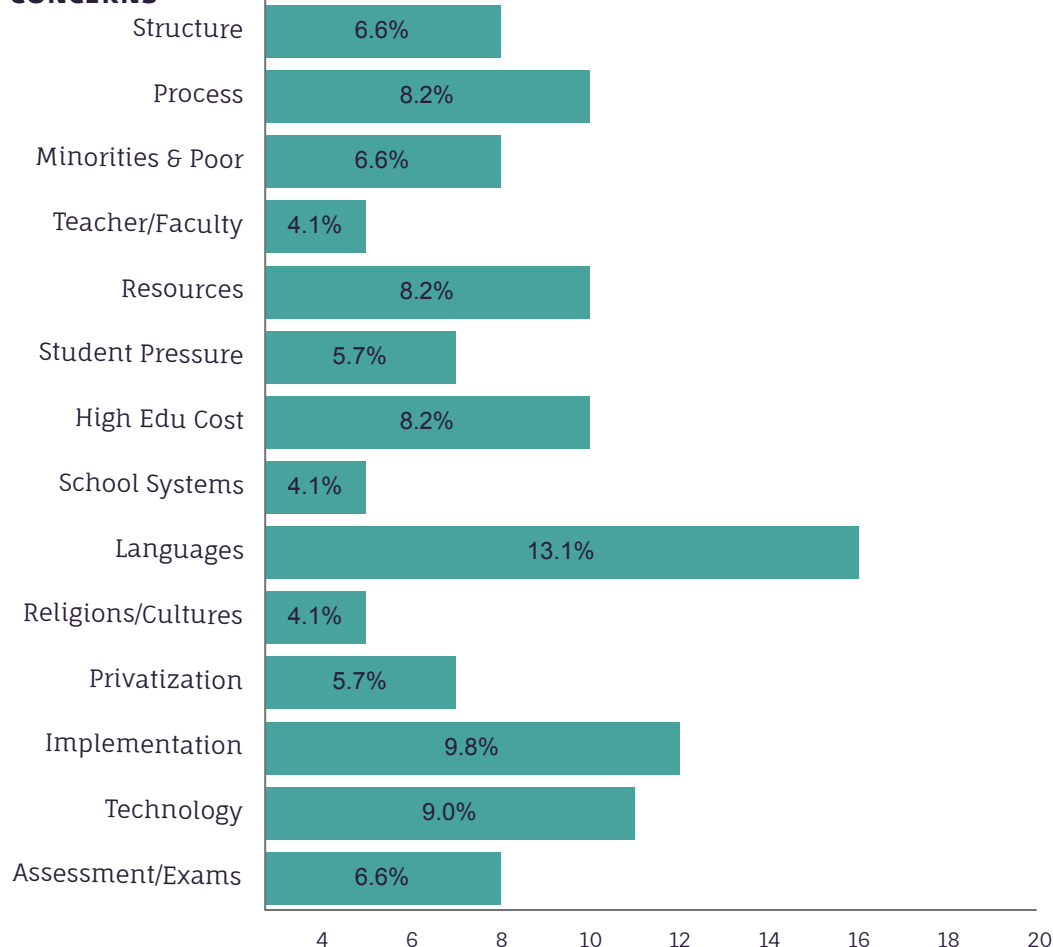
MAIN CONCERNS ON NEP2020 ONLINE CONSULTATION CONDUCTED ACROSS CATHOLIC INSTITUTIONS IN INDIA

1. **STRUCTURE** OF THE POLICY AND AGENCIES
2. **PROCESS** OF APPROVING THE POLICY
3. CONCERN ON ITS IMPACT ON **MINORITIES & POOR**
4. CONCERN ON HOW POLICY WILL ADDRESS THE CURRENT **TEACHER/FACULTY** ISSUES
5. AVAILABILITY OF **RESOURCES** TO IMPLEMENT ALL ASPECTS THE POLICY
6. **PRESSURE ON STUDENTS** DUE TO CHANGES IN THE SYSTEM
7. **HIGH EDUCATION COST**
8. CONCERNS ON CHANGE IN **SCHOOL SYSTEMS**
9. IMPACT ON **LANGUAGES** (REGIONAL, SANSKRIT, ENGLISH)
10. CONCERNS OVER EMPHASIS/ABSENCE OF **RELIGION/CULTURE**
11. **PRIVATIZATION** OF EDUCATION
12. **IMPLEMENTATION** OF THE POLICY
13. AFFORDABILITY, AVAILABILITY AND NEED FOR **TECHNOLOGY**
14. **ASSESSMENT/EXAMS**

The consultation has been facilitated through online platforms in India with the Catholic Educational institutions and those who are involved in the education sector within the Catholic Church. The summary of the feedbacks is compiled based on two areas: A). Positive aspects of NEP 2020. B). Main concerns and areas that NEP 2020 fails to address. These feedbacks are utilized only for internal discussions facilitated by the CBCI Office of Education and Culture.

NEP 2020 National Consultation Responses Summary Facilitated by CBCI Office of Education & Culture

CONCERNS



Data: Sourced through the online survey conducted by CBCI Office of Education & Culture

EDUCATORS

NEP 2020 CHALLENGES & CONCERNS



Dr. Joseph Xavier SJ,
Director, Xavier Institute of
Management, Tiruchy,
Tamil Nadu

If in 2013-2014, the spending on education was pegged at 0.71 per cent of the GDP, it came down to 0.54 per cent in 2018-2019. The important question is where will the finances come from?

The reference to children with special needs has not found a place in the higher education. Thus the document is not truly an inclusive document and also there is not mention of reservation for teachers who has special needs.

Can the government make available the needed technology in all the higher education intuitions while even the needed band width is not available in many parts of India?

Out of 130 crores in India, only 24,861 (2011 census) use Sanskrit. Should a language that is associated with a particular religion be given this amount of importance?

Since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be crucial for the satisfactory execution of the Policy, according to the policy statement.

The difference between the previous policies and this policy is this. The previous policies provided a broad framework leaving nuances to the states. The respective State governments could modify them as per their need. Each state was free to choose the direction of the education the way they desired. The proposed New Education Policy is in the nature of being prescriptive and mandatory and clearly states that the states will have to implement the same, though the policy states that there would be a lot of flexibility.

A policy that India needs is a pluralistic policy which will embrace all cultures, respects the federalism of the country and give autonomy to the States to formulate their own policy based on their culture and level of development. Any attempt to centralise education can be disastrous for Indian and for the development of the nation. To have one curricula for the entire country will be biased and this will do away with plurality. It is important to understand and accept that India is a mixture of several cultures and one prescription will not fit all.

The policy does not speak about reservation in education, and does not recognise minority rights. There is a danger that most of the higher education institutions will have to close down in rural areas, as the total number of students will not be enough to run the institution.

NEP 2020 seems to pass on the responsibility of education into the hands of private sector. The poor will be deprived of their rights to education. This will escalate the cost of education, which the poor, to whom we are committed, can hardly afford. Education is a fundamental right that is promised by the Constitution of India.

Process: Bypassing the voice of the Parliament and getting the NEP 2020 passed by a Cabinet nod is not the right thing to do in a democratic set-up.

Implementation: The policy over all has no concrete implementation mechanisms and lacks funding clarity.

Early Childhood: RTE Act, 2009 regulates that schooling begins from 6 years of age. NEP, 2020 mandates that the entry point of the child to school education will be 3 years. There is a feeling that the childhood life of the student would be brutally cut short.

Trained teachers: We lack qualified teachers, and to find teachers to teach foundational literacy and numeracy till Grade 3 will be a challenge.

Too many agencies: In the higher education, there are multiplicity of Agencies like the National Higher Education Regulatory Council (NHERC), National Accreditation Council (NAC), Higher Education Grant Council (HEGC), General Education Council (GEC) and the overreaching autonomous umbrella body namely the Higher Education Commission of India (HECI) to regulate the working of the education sector. This could create confusion and overlapping of administrative authority and ultimately, would put spokes into the smooth functioning of the education system.



Fr. Telesphoro Tiago Fernandes,
Deputy Secretary of the
Western Region
Bishops' Council

NEP 2020 CHALLENGES & CONCERNS



Dr. John Dayal,
Journalist & Human
Rights Activist

Is school education universalised via privatisation?

The Right to Education Act, 2009, established the “duty of the state” to provide elementary education for all children of India. As a result, the number of out-of-school children (aged 6-14) fell from 13 million in 2006 to six million in 2014, according to UNICEF. The NEP 2020 was expected to extend the Right to Education to include children from preschool years to the age of 18, as was stated in the 2019 draft NEP.

NEP 2020, however, is silent on the Right to Education and its relation to Article 21A of the Indian Constitution which provide free and compulsory education of all children in the age group of six to 14 as a Fundamental Right.

It sets aside the Right to Education as an initiative of the past, “which laid down legal underpinnings for achieving universal elementary education” and contributed to “attaining near-universal enrolment in elementary education”. NEP 2020 emphasises the need to provide “equitable and quality education from the Foundational Stage through Grade 12 to all children up to the age of 18”. But it does not state what “suitable facilitating systems” could be.

Is NEP 2020 violating Constitutional categories?

The Constitution of India established the categories of Scheduled Castes, Scheduled Tribes and later Other Backward Classes with the aim of providing social justice for the most disadvantaged.

There are several sections of society, including women, minorities, people with disabilities and the poor, whose needs require policy redressal. NEP 2020 mixes all these categories of disadvantaged and deprived groups into a single category: Socio-Economically Disadvantaged Groups. Not surprising, when put together, the disadvantaged groups make up over 80% of India’s population.

In doing this, NEP 2020 effectively camouflages the idea that these are separate Constitutionally-mandated categories. Institutionalising this could accelerate the Indian state’s abdication of responsibility and accountability towards its most vulnerable and socially disadvantaged. In short, it could lead to the undermining of the foundational principles of social justice on which the Indian Republic was founded in 1950.

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