**NATIONAL EDUCATION POLICY 2020**

***Policy Review Consultations***

Facilitated by CBCI Office for Education and Culture

August 2020

*This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.*

CBCI Office for Education and Culture welcomes the National Education Policy 2020 (NEP2020) 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 government may legislate through an amendment to the Right to Education Act (RTE) Act 2009 or draft new legislation for school education. The Minister of Education clarified that the reforms in higher education will be reflected in a bill that is getting ready to be introduced in the parliament.

We are sharing here some highlights of the policy and attaching the NEP 2020, which you have to read well, understand, needs scrutiny and discussion in your community/leadership. We encourage you to respond to this call in sharing reflections, concerns and clarification that need to be addressed. We will further facilitate online consultations with all stakeholders to deepen our understanding and impact of the policy for 35000+ Catholic Educational Institution in India.

Please click here to share your thoughts through the Google form. <https://forms.gle/fyRK5s9onSgYWk656>

 This process will help us to draft the All India Catholic Education Policy 2020.

I am looking forward to hearing from you. God bless you!

**Fr. Maria Charles**

**National Secretary**

**CBCI Office for Education and Culture**

1. ***Expected Outcomes of NEP2020***
2. **Universalisation of access**: all children in schools until completion of secondary education.
3. Ensure **equity & inclusion**
4. **Bring back 2 crores out-of-school** children
5. **100% Gross Enrolment Ration** (GER) in pre-school to secondary school by 2030
6. Focus on **21stcentury skills** in teaching, learning & assessment
7. Every child come out of school adept at **least one skill**
8. **Resource sharing-school** complexes
9. **Effective governance**: separation of powers & common norms
10. Overcoming the **language barrier** in learning
11. **Common standards** for public and private school education
12. ***Positive Developments of NEP2020***
13. The overall choice of subjects through **multidisciplinary learning** across schools and higher education is in the right direction following many international education systems.
14. Much needed **reforms in curriculum, pedagogy and assessment** are emphasised that require educators equip the right skills to impart a new way of learning.
15. The **teachers’ competences** are at the center of the proposed fundamental reforms in the education system.
16. In schools: **deep learning through application, early introduction to coding, vocational education, focus on learning outcomes and ongoing assessment.**
17. Much stress is given on **Early Child Care and Education** (ECCE) by advocating ‘Foundational Literacy and Numeracy’.
18. In higher education: 4 years under graduation, a multi-entry & exit in colleges, facilitating the entry of top 100 foreign universities, single regulator and supports private-public partnership in higher education.
19. **6% GDP spending in education** which was thought of from 1966 (Kothari Commission Report) and has remained a distant dream, is being pledged in this document which would be a vital factor to implement the NEP2020.
20. ***Challenges & Concerns for NEP2020***

**OVERALL**

1. Given the fact that NEP 2020, a comprehensive policy document has been introduced during a pandemic and lockdowns, makes it challenging to continue the debates that would help the policy to be widely understood by the broader community.
2. 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.
3. There are no concrete mechanisms to implement this policy and it is totally lacking in funding clarity.
4. Education is a concurrent subject both under the state and the center. But the NEP 2020 is much **focus on the role of centralised agencies** than state-specific focus.
5. 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.
6. The policy has not given sufficient consideration to **many already existing problems** in the education system such as;
	1. Issues related to government school teachers
	2. In many states, less than 10% of teachers pass the Teacher Eligibility Tests.
	3. Less than half the students in Class 5 can read a paragraph or do a math sum from a Class 2 text.
	4. India’s children ranked 73rd out of 74 countries in the international PISA test of reading, science and arithmetic (just ahead of Kyrgyzstan)
	5. Today, almost half of India’s children (47.5%) are in the private school system, with 12 crore children, making it the third-largest in the world.
7. Overall, an ambitious and idealistic policy which **requires commitment in implementation** with adequate funding. With all the choices and wishes come responsibilities.

**SCHOOL EDUCATION**

1. The School system commences at the age of 3. Most parents may not be willing to send their children early to school. Several places the parents may have to accompany them. Additionally, starting school at age of 3 may negatively affect the childhood.
2. There is **no acknowledgement on the contribution of private schools**, which includes many of our unaided Catholic institutions. 50% of students go to private schools in India. There is a focus on schools should remain non-profit, which does not encourage private investment.
3. **Language policy is ambiguous.** Under the previous three language formula Tamil Nadu never accepted three languages. It was not objected by the center. Hindi was not compulsory. It is not clear whether such a situation will be accepted.
4. Recommending **learning in mother tongue/home language** in primary education has created much public discourse. The ministry has further clarified that it’s advisory and not compulsory. However, the repeated emphasis on engagement with **Indian civilisation history** is creates uncertainty of biasness in the new curriculum and misinformation of history as it is a concern even on the current curriculum.
5. The policy is **silent on many relevant social sciences** like studies on caste, Dalits, gender, environment, peace education, human rights.
6. Exam requirement in class 3, 5, 8 and board exams in 10, 12, and then National Testing Agency for college admission. The document rightly emphasises that focus needs to **shift from reviews to learning.**But it contradicts itself with the increased number of exams which in reality will continue to be competitive given the limited number of opportunities available. This further requires clarity.
7. **Teacher training** is not specified. To introduce teacher training in every college means there is the need of Human resources and infrastructure.
8. The overall focus on use of technology and improved facilities in schools can leave behind the students (including rural & minorities) who do not have access to such facilities. It is unclear how the policy will address this effectively.

**HIGHER EDUCATION**

1. The emphasis in the document on **critical thinking and free inquiry** is entirely well placed. Still, it is **difficult to read those words in a context**, as we speak, universities are being intimidated into political and cultural conformity. A free education system cannot flourish without a free society.
2. The policy talks about flexibility, choice, experimentation. In higher education, the document recognises that there is a diversity of pedagogical needs. Students might need **different exit options.** But it is unclear if the document is recommending that the diploma or early exit options all be made available within a single institution, or different institutions offer different kinds of degrees.
3. There is also a risk that without adequate financial support, the exercising of **exit options will be determined by the financial circumstances** of the student.
4. The promise of **a new regulator, new research found**. A lot will depend upon norms that get embedded in these institutions.
5. ***NEP 2020 POLICY HIGHLIGHTS - School Education***
6. ***CURRICULUM***
7. Universalisation of Early Childhood Care Education (ECCE)
8. Attainment of **Foundational Literacy And Numeracy by Grade 3**in Mission mode
9. **Reduction in the curriculum**to core concepts
10. Curriculum and pedagogy to be transformed by 2022 to **promote skill-based** and minimise rote based learning
11. **Revision of National Curriculum Framework** (NCF) for school education and teacher education 2009 by 2021
12. **Innovative Pedagogy:** Transforming the teaching-learning process
13. **No hard separation** between arts and sciences, curricular, co-curricular and extracurricular area.
14. **Freedom of choosing** a variety of subject combination to be provided
15. **Integration of technology-enabled** pedagogy in classes 6-12
16. **Medium of instruction** until grade 5, and preferably till Grade 8 and beyond, will be home
17. language/ mother-tongue/ local language
18. **Vocational integration**from class 6 onwards
19. ***ASSESSMENTS***
20. Teachers to be prepared for **assessment reforms by 2023**
21. Census assessments at crucial stage in classes 3, 5 and 8 to track achievement
22. **Reforming examinations** in grades 9 to 12 including board exams
23. **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

1. ***MENTAL AND PHYSICAL HEALTH AND WELL-BEING***
2. Mandatory for students to acquire skills in health and nutrition; physical education, fitness, wellness, and sports
3. Annual health check-up for all students
4. Focus on **children with disability**

1. ***SCHOOLS***
2. Setting up **State School Standards Authority** (SSSA)
3. Public and private schools (except the Central Government schools) will be assessed and accredited on common minimum criteria
4. **Private/philanthropic schools** to be encouraged and enabled to play a beneficial role.
5. Development of **School Quality Assessment and Accreditation Framework** (SQAAF) by SCERT & NCERT
6. **Periodic ‘health check-up’** of the overall system through a sample-based National Achievement Survey (NAS)
7. ***TEACHERS***
8. **Teacher education** will be moved by 2030 into multidisciplinary colleges and universities
9. **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.

1. ***NEP 2020 POLICY HIGHLIGHTS - Higher Education***
2. Public investment in education to reach 6% GDP
3. Gross Enrolment Ratio in higher education, including vocational education from

6.3% (2018) to 50% by 2035.

1. Graded Autonomy: Academic, Administrative and Finance
2. Phasing out affiliation system in 15 years
3. Single regulatory for higher education
4. Online-Self disclosure-based transparent system for Approvals in place

of ‘Inspections’.

1. Common norms for Public and Private Higher Education Institutes
2. Special Education Zone for disadvantaged regions
3. Establishment of a National Research Foundation (NRF).

National Education Policy 2020, in order to bring the focus back on education and learning, it is desirable 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.