National Education Policy of India 2020: An Overview

Editorial   *Fr. J. Felix Raj, SJ*

In the last 7 decades, since Independence, India has witnessed tremendous growth and expansion of education at all levels, which owes itself to the dynamic aspirations and needs of its people as well as the demands of rapid globalization. However, several disparities still exist in the field, which hinders an overall and holistic progress and development. A sound and systematic education policy is essential for offering school and university education to our youth for the reason that education is the principal perspective and the most powerful mechanism of holistic and sustained development of the human family.

The New National Education Policy 2020, approved by the Union Cabinet of India on July 29, 2020, outlines the vision of India's new education system. Its thrust areas are school education, higher education, and other key areas like adult education, professional education, online education etc., and implementation, financing and making the policy functional.

Main Features of the Policy:

The new policy aims to pave the path for major transformational reforms in school and higher education systems in the country. This policy replaces the 34-year-old National Policy on Education (NPE), 1986. The Cabinet also approved a proposal to rename the Ministry of Human Resource Development as the Ministry of Education.

It is said that the new policy is futuristic and that it is for the 21st century. It is a framework to guide the development of education in the country. It aims to make India a global knowledge superpower ensuring equity, access and inclusion.

The policy views quality universities and colleges as part of the new and holistic vision for India's higher education system. It points out some of the major problems currently faced by the higher education system in India. Its thrust is to build vibrant communities of scholars and peers, break down harmful silos, and enable students to become well-rounded across disciplines.

The policy emphasises on internationalization with a view to promote India as a global study destination providing premium education at affordable costs thereby helping to restore its role as a 'Vishwa Guru'. The policy encourages student activity and participation as, "Students are the prime stakeholders in the education system…"

The policy acknowledges that the most important factors in the success of higher education institutions are the quality and engagement of its faculty, so that we can make quality higher education opportunities available to all individuals. Excellence is further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. Meanwhile, faculty not delivering on basic norms will be held accountable.

Concerns and observations:

People in general, particularly educationists, are perturbed at the hurry-burry manner in which the policy was announced during the pandemic period while all educational institutions remained closed. Was it an easy way out 'to fish in troubled water' that too without any discussion in the Parliament?

St. Xavier's University, Kolkata

The policy is termed as 'old wine in a new bottle'. Most of the programmes and initiatives are either already in practice in many institutions, or are being discussed among academics. Many of the proposed programmes are not time-bound. While on the one hand, the policy has been called visionary, it is also termed as exclusionary – it does not consider the contributions and implications of the minorities in the field of education.

As observed by some critics, the policy recommends the need for better teaching and learning, better training of teachers and a more meaningful evaluation system, but it does not provide a realistic way by which private or minority institutions can raise resources to meet their needs in their institutions to maintain quality.

It is ironic to note that the policy, on the one hand, lays the foundation for privatization of higher education, but on the other, claims to provide education for the marginalized and underprivileged groups. India spent 2.8% of its GDP on education in 2019-20. When our economy is going through the doldrums now, how are we going to fund education? Can we realise the target of 6% of GDP as projected in the new policy?

Currently, the Indian government's expenditure on higher education goes extensively towards a small group of centrally-funded elite institutions. Moreover, a vast majority of the graduates of these institutions end up working and living outside India. The policy seems to favour this class by introducing the 4-year UG degree to ensure that students can easily transfer their degrees and credits to universities abroad.

The policy remains vague on many issues and has several ambiguities and loose ends that are confusing and disturbing. As academics describe, the underlying philosophy of the new policy views education as a commodity rather than as a service. It is claimed, 'the NEP was based on pillars of access, equity, quality, affordability and accountability'. However, a close look at the policy belies this claim. The policy, aimed at universal quality education, has little to say on the subject of affordability.

Education is under the Concurrent List. It is the responsibility of both – Union Government and State Governments. The policy is silent about the role and responsibilities of the States to fulfil the mandate of quality, access and affordability.

Questions are raised whether it is commensurate with the ideology of the Sangh Parivar. A close scrutiny of the policy document reveals that the words 'secular' or 'secularism' are not found anywhere in it. The omission of secular principles in the NEP 2020 impoverishes the learning experience of all Indians.

What the NPE 1986 categorically stated, and which has been in practice until now, is missing in the 2020 policy: 'All educational programmes will be carried on in strict conformity with secular values'. Among the 'social values within which we locate our educational aims', the National Curriculum Framework 2005 affirms, 'the first is a commitment to democracy and the values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights'.

Education for many years has remained side-lined. Today India is at a tipping point of change where the 600 million brimming youth of this country make up the world's largest cohort of young people. Over 356 million (28%) are between the 10-24 age group. Youth is India's asset. As the golden statement of the NEP says, 'there is no better investment towards a society's future than the high-quality education of our young people'. If the policy is effectively implemented and the education system efficiently monitored, India is set to enact a global change in life and its lessons to the world.

Salient features of NEP 2020 in Higher Education

Fr. Dr. Mourlin, K.

Higher Educational Institutes (HEIs) are the epicenter of excellence in India. The success of HEIs depends on the quality of faculty members who should not only have high academic qualifications but also humane character. In many literatures, it has been observed that institutions of higher education must carry out distinct functions like developing human resources, knowledge and technology, and producing agents of Societal Transformation. These functions must be fully understood by the administrators and faculty members of a university. Human resources (HR) are the key in the success of a higher education institution to produce graduates who can positively contribute to society. Thus, the New Education Policy (NEP) 2020 has to be studied and reflected upon to understand its dynamics in the context of Higher Education. An attempt has been made to read and to understand the NEP through the lens of Higher Education and its salient features.

Holistic Higher Education

NEP 2020 invites all of us to approach Higher Education holistically. The holistic nature of Higher Education has a significant role to play in shaping the individual learners, formation of characters and transforming men and women as agents of Social Change. It has to root itself in accessibility, equity, quality, affordability and accountability. Such an education paves the way to develop versatile individuals who possess critical 21st century capacities in multidisciplinary fields of higher education, an attitude of social engineering and development of soft skills. In a conversation, Dr. J. Felix Raj, S.J., Vice-Chancellor, St. Xavier's University, Kolkata, has revealed that education in all the Jesuit institutions is following the path of Ignatian Pedagogy Paradigm (IPP) that moulds individuals, contributes to their overall development and forms them into leaders of tomorrow. Thus, this type of higher education nurtures all the capacities of human beings – intellectual, aesthetic, social, physical, emotional and moral, in an integrated manner. This may be the fruit of our education system.

Learner-centric Approach

The second salient feature is Learner-centric approach. The Learner is at the centre of the Teaching-Learning process. The teaching-learning interface is focussed solely on individuals who can develop intellectual quotient. NEP 2020 recognises, identifies and fosters the unique capabilities of each individual learner, by sensitising teachers as well as parents to promote each student's unique talent in both academic and non-academic spheres. It constructs the life skills such as communication, cooperation, teamwork and resilience to become a part of the curriculum design and implementation.

Motivated Teachers in HEIs

Motivated teachers in HEIs is the next salient feature that emphasises on faculty development orientation and its dynamics. It has been observed in NEP 2020 that the quality of teachers in HEIs in general, and the status of the academic profession, faculty motivation in terms of teaching, research, and service in HEIs in particular, remain far lower than the desired level. At this juncture, NEP 2020 wants to ensure that the teachers are committed, enthusiastic, engaged and motivated towards advancing her/his students, institution and profession. The initiatives of HEIs should help the teachers to be at their best, being motivated and capable in their teaching profession. Teachers in HEIs are to develop their mental and psychological wellbeing to handle work-life balance and ensure healthy living. The wellbeing of teachers is also an important component for educating, enabling and empowering them to become motived and energized to be capable faculties to serve HEIs with commitment and dedication.

process of empowering the poor and needy groups effectively. The enhancement strategies are to be professional, academic and career-oriented, such that it is available to all students, as well as counsellors to ensure physical, psychological and emotional well-being of the students being shaped.

Rooted in Indian Ethos

India has a rich tradition in the area of learning and education since ancient times. One of the famous educational systems practised in India in the ancient times was "The Gurukul System". In this system, students were not only taught various subjects but also, about how to live a cultured and disciplined life (Nikhil Chandwani, TOI, March, 8 2019). NEP 2020 has also imbibed the same spirit to enhance and enrich the Indian culture and art through the teaching-learning process at all levels of education. NEP 2020 has also invited HEIs to promote and preserve the vibrancy of all Indian languages including classical, tribal and endangered languages. While we modernise our educational system with ample innovations, we need to keep our traditions and value systems earmarked and intact without losing its originality.

Governance and Leadership

The landscape of Higher Education in India is ever changing, expanding and facing numerous challenges before Global Higher Educational Systems. Sengupta and Haldar, (2014) in their research have indicated that institutional governance and high quality leadership in HEIs are to be improved in India. Therefore, the role of effective governance and leadership in HEIs is very important to make the NEP to be properly executed at the institutional levels. We need to identify Institutional Potential Leaders (IPLs) among the academicians who are to be dynamic, competent, innovative and accountable in their approach and leadership. Thus, NEP 2020 voices out to heads of institutions with high academic qualifications, inviting them to demonstrate administrative and leadership capabilities. IPLs in HEIs are to introduce research and innovations in their curriculum design and implementation and encourage teachers to explore new thrust areas in research, and to link theory with practical applications. Thus, HEIs in India would become independent self-governing institutions, pursuing innovation and excellence and contribute to the wellbeing of the society at

Institutional Ambience

Institutional Ambience is an important element in the context of Higher Education to promote HEIs as Centres of Excellence. NEP 2020 recognises the fact that teachers have to be provided with the academic freedom to design, and to implement their own curricular and pedagogical approaches within the approved framework of Teaching-Learning. Institutional ambience should help them to develop textbooks, reading materials, assignments and assessment systems. It will be a key motivator and enabler for them to do truly outstanding research and empower teachers to conduct innovative teaching and service in their best. To boost academic excellence among teachers it is necessary to incentivise, reward, promote, recognise and encourage them into taking up institutional leadership. Meanwhile, faculty not delivering on basic norms or not showing academic excellence are to be given constant feedback, and be held accountable.

Educational Support System

Education is for all. It has been observed that many poor and disadvantaged groups are often eliminated gradually from stage-to-stage of education due to paucity of funds, low income or inability to meet the demands of the fee-structures in higher education. NEP 2020 invites HEIs to foster a support system, so that students hailing from socio-economically disadvantaged backgrounds may be encouraged and supported to make a successful transition to higher education. It has further invited universities and colleges to set up high-quality support centres and to provide adequate funds and academic resources to carry out the

large. The monitoring agencies should ensure leadership of the highest quality and promote an institutional culture of excellence in the global arena of education.

Digital Education

The instructional mode of higher education is evolving into a new face of communication. There is a significant transition from the traditional Blackboard Model to Broadband Model of pedagogy. With the digitalization of education, higher education is particularly using the transformative information and communication technology for instructional purposes. NEP 2020 has envisioned the use of technology in the field of Higher Education. NEP provides ample platforms for HEIs to develop digital teaching-learning models. The digitisation of education would pioneer the concept of collaborative learning and designing of curriculum. NEP also encourages HEIs to play an active role in conducting research on disruptive technologies and in creating instructional modules and courses to enhance the learning environment of higher education.

My Observations

NEP 2020 looks as a hope-filled document to envision a bright future in the arena of Higher Education and others. If it has to be workable, we need to develop viable strategies. **Firstly,** we need to build a synergy of efforts, openness and knowledge-sharing among academicians, to imbibe the spirit of NEP and try to apply them wherever possible. **Secondly,** teachers in HEIs are to be educated to develop digital competence and be motivated to use digital technology to enhance curriculum design and implementation. Since higher education is technology-driven globally, we need to adapt and change according the demands of the times. **Thirdly,** HEIs have to promote inclusive education as an inherent privilege for all, particularly the disadvantaged groups to benefit from higher education. Since higher education is less accessible to the disadvantaged groups, there is a gradual decline of enrolment percentage to dropout rate from elementary education to higher education. **Fourthly,** Total Quality Management (TQM) has to be ensured in higher education. The quality of teachers with high academic qualifications and dedication to the cause of education is a must, rather than allowing domestic politics that compromise the quality of educators. HEIs should ensure periodic performance evaluations with a suitable feedback system to monitor the growth and development of educators. **Fifthly,** Research and Innovation is the hallmark of higher education. HEIs should constantly engage themselves in research and innovation to enhance teaching–learning and contribute new knowledge in the field of science, arts and humanities. It would be encouraging a new way of linking research and innovation in HEIs and translating a pure, conceptual and disciplinary research to a research that is applied, solution-focused and relevant to the world.

It is my firm belief that NEP aims to integrate knowledge and social innovation paradigms that consider and develop responses to societal needs not currently met by existing types of public and private service, and create a future that shall be driven by education as a key developmental factor.

❊
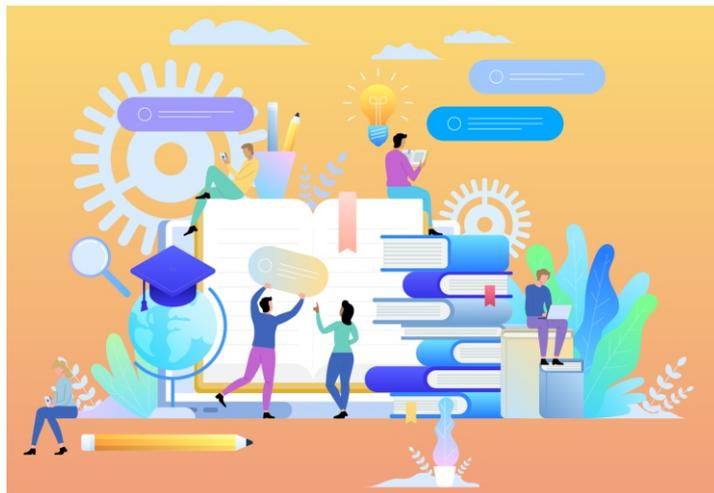
Link for a complete text of the NEP 2020:
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

"Smile is permanent, sickness is temporary".

Private and Minority Education in NEP 2020

Dr. Monirul Islam

The New Education Policy (NEP) 2020 has been hailed as a ground-breaking and progressive policy with some of its reforms being long due. The policy aims to achieve 100 % gross enrolment ratio (GER) in school education by 2030 and 50 % GER in higher education by 2035. The NEP 2020, which will replace the 1986 policy, was in the works since 2016, when the T.S.R. Subramanian Committee submitted its report to the union government. Later in June 2017, the government constituted the K. Kasturirangan Committee which submitted its Draft NEP in 2019, based on the inputs provided by the Subramanian Committee. The Draft NEP of around 484 pages was thrown open to the public for feedback after the Modi government was re-elected to power.

Notably, the policy commits to increasing public expenditure on education to 6 % of the GDP from the current 4.43 percent. The Policy begins with the UN goal of the 2030 Agenda for Sustainable Development, to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

The 2020 policy document suffers from lack of clarity regarding its planned execution and implementation. In fact, successive governments have attempted to increasingly open the doors of private investment in the education sector. At the same time, leaders of privately funded universities and schools have also welcomed the NEP, which they feel will make them active participants in charting out the course of education in India. While speaking about 6% funding, the Union government does not mention whether it will release the funds from its own pocket or generate it from private enterprises.

While the policy has been called visionary, it has also been criticised as exclusionary and so, a closer look at its implications for minorities is necessary. This hasty conclusion shows a total deliberate ignorance. It therefore makes proposals which will be devastating to the educational system in India. The NEP document uses very beautiful language to describe the principles, processes and goals of education but it proposes solutions thats will be most damaging to education.

Drilling down into one of the most fundamental purposes of institutionalising education, 'empowering of minorities', the NEP-2020 document uses the word minorities thrice in the whole of its 62 pages. With almost non-existent detail other than some fleeting references to inequalities of caste and lip service to scheduled castes, the NEP 2020 doesn't really speak how it might accommodate the rife social-economic-cultural inequalities we have in our society.

Contribution of minorities in education is sizeable and therefore cannot be ignored. Muslims run hundreds of thousands of educational institutions in the country from primary level to university level. These cater to a huge number of students, mostly from economically weaker backgrounds. The final draft talks about the contributions of ancient India to education in the country and completely fails to mention the contributions since medieval times. Several universities like St Xavier's, Shantiniketan, BHU, AMU, JNU, Jamia Millia Islamia, Osmania, MANUU, Jamia Hamdard and others have made immense contributions to the educational growth of post-Independence India and fare extremely well in rankings (NIRF report 2020). But the educational contributions of these institutions have been totally neglected in the final draft.

Our constitution says, 'All minorities ... shall have the right to establish and administer education institutions of their own', as per Article 30(1). The Government is committed to address the existing backwardness in education of minorities, especially the Muslims, constituting the major chunk of the minorities: (http://mhrd.gov.in/minoedu). There is no mention of Minority Education Rights at all in the NEP. Under Constitutional values, there is no mention of Secularism – one of the pillars of Democracy.

The NEP is clearly indicating an intention to change the Constitution in substantive ways. Not content with going so far in its radical changes, the NEP has decided also to remove the present governing structure of Minority Institutions by having no role for the Managing Trustees.

Institutions, with their infrastructure and excellent work culture have been built up and maintained over decades. But now:

A School Complex Management Committee will run the institutions. 'The Dept. of School Education, through its relevant official, e.g., the BEO, will endorse and confirm the School Complex Development Plan of each school complex'.

In Higher Education, 19.2: 'a Board of Governors (BoG) shall be established consisting of a group of highly qualified, competent, and dedicated individuals having proven capabilities and a strong sense of commitment to the institution. There shall be overarching legislation that will supersede any contravening provisions of other earlier legislation and would provide for constitution, appointment, modalities of functioning, rules and regulations, and the roles and responsibilities of the BoG'.

Socio-political implications and ideological concerns – minorities in India were having their own rich history and played a significant role in contributing to educational growth but these, unfortunately, did not find space in the draft of the NEP. Parallel to removing Constitutional guarantees to Minorities, the reservations for SCs and STs also do not find mention.

Introduction of Samajik Chetna Kendras in the school campus – wouldn't these be ideology based, controlled by the Government of the day? While the political wing of the government and industry experts feel that most of its recommendations have been accommodated in the new policy, educationists and stakeholders in public education feel differently. There lies the NEP's biggest drawback.

The very Government which reduced spending on Education to 2.7% of GDP (admitted by the NEP Draft Document) from an earlier 4%, will not be able to fund even the minimum needs for the major changes to be affected. Counting on philanthropy is like asking for the moon. Rather, this is a stimulus for the further privatisation and commercialisation of education.

Minorities have been at the receiving end of the efforts to 'Indianise' the education system.

Hasan Ghias, an Advanced Leadership Fellow at Harvard University says NEP 2020 may have many gray areas, possibly concealed motives and hidden agendas. We must find the silver linings in the clouds. Instead of wasting time and energy arguing the toss, let us find ways to cut along the grain. In my opinion, the Policy might open some opportunities that we can, with imagination and motivation, use to our advantage".

According to 2011 data on education level by religious community and gender the level of illiteracy among Muslims in at 42.7 %. For Hindus it is 36.4. According to the data, the percentage of illiterates is 32.5 for Sikhs, 28.2 for Buddhists and 25.6 for Christians. The overall percentage of illiterates is 36.9 for all communities. According to the same data Christians have 74.3% literacy level, while Buddhists have 71.8 %, Sikhs 67.5 %, Hindus 63.6 % and Muslims 57.3 %. There are reasons to believe that the overall literacy level has gone up for all the communities including Muslims.

Anti-Constitutional, anti-Minorities- No Christian educator was involved in the whole exercise, despite Christian educational institutions being among the most sought after and highly rated. There is no mention in the policy, of the inclusion of education of religious minorities. Empowering minority communities, especially Muslims isn't merely a question of charity, but a dire necessity. It is imperative for India to emerge as a modern, developed nation. Minorities need to be fully mainstreamed in social, political and economic spheres. The status quo is inacceptable and needs to be corrected at the earliest. We will have to facilitate an equitable share for minority communities in education, employment and economic activities to ensure their upliftment.

What then is the agenda of the NEP? It does not seem to be an educational agenda, but something more devious.

References
1. https://indiatomorrow.net
2. https://www.siasat.com
3. https://www.sify.com

NEP 2020 and the Future of Management Education: A pathway for the cultural iatrogenesis of India?

Prof. S. Peppin

National Education Policy 2020 (NEP 2020) is hailed as a watershed initiative aimed at transforming the landscape of Indian higher education. NEP provides three major, though condescending, attributes to education. They are (1) foundation for achieving human potential, (2) developing an equitable and just society and (3) promoting national development to become a global leader in economic growth, social justice, equality, scientific advancement, national integration and cultural preservation (NEP 2020).

It has earned more crusaders than critics and has not evoked any palpable resistance from various quarters. However, NEP 2020 has received responses and reactions from the world of academia and industry, including education industry. Those who have responded include Directors of IITs and IIMs, Vice-Chancellor, Deans and Professors of public and private universities, and a large conglomeration of experts representing businesses and industries. While majority of the crusaders echo 'Hail NEP 2020,' the response from the critiques appears to be tepid.

The absence of the words 'Management Education' seems to be an obvious omission in the entire document. Therefore, any attempt to predict the future of Management Education in the context of NEP 2020 can be construed to be speculative. However, this predicament tends to disappear when we read that NEP 2020 has been credited with "ten big ideas for reimagining Indian Higher Education." One of them is "World-Class Education in the Pursuit of Excellence." (Rajkumar, 2020). Since this thread occupies the central position in the web of higher education mentioned in NEP 2020, we have chosen this thread to weave our analysis.

Enumeration, not Excellence in Education: One of the major changes the world is witnessing in the field of education is the shift from knowledge to information and the pervasiveness of data and numbers used to measure excellence and quality. Ivan Illich said in his book 'Deschooling Society' that "School initiates young people into a world where everything can be measured, including their imaginations, and, indeed, man himself." (Illich, 1971). Similar view is echoed by Harari in his book, '21 Lessons for the 21st Century' (Glaveski, 2018).

In his recent talk on 'Future of Education' Harari states that by 2050 human beings will be hackable and the computers, with the help of algorithms, will know about humans more than what the humans know about themselves. (Harari, 2018). Currently serious attempts are being *made to personalize higher education* with the help of AI and Data (Rouhiainen, 2019). It has been predicted that the technology led education, as espoused in NEP 2020, will lead to a different class of teachers and create an unequal and bipolar market in the Indian higher education sector (Chattopadhyaya, 2020). Management Education, occupying the highest aspiration among the youth, is in the forefront of spearheading this new wave.

India is said to have the highest numbers of B-Schools in the world and therefore, regarded as a fertile ground to plant the seeds of Artificial Intelligence (AI), Block Chain and Data Analytics that have become the latest fixation with B-Schools. The number of courses on such topics offered through both offline and online modes have increased exponentially. B-School graduates are injected with such topics as stimulants to "increase the effectiveness of their decisions" (Jadhav, 2020), although "only 19% of graduating Indian MBAs are fit to be employed" (Siddharth, 2020).

The rubrics used by the ranking and rating agencies such as the AACSB, NAC and NIRF force every institution into the race for excellence to glorify numbers. Even the so-called impact factor of publications is measured in terms of numbers. Global accreditation has "remained a process-oriented exercise and does nothing to

Management Education has become irrelevant. Martha Lagace, the then editor of HBR mentions three important needs of MBA students in her article 'What Is the Future of MBA Education?' They are (1) self-awareness, (2) need for practical skills and (3) the need to develop a better sense of the realities (politics—issues of power, coalitions, and hidden agenda) of organizations within which leaders operate (Lagace, 2010). In an article on 'Future of Work and the Future of Management Education' the author quotes top 10 skills for workplace success in 2020 and one of them is service orientation (Andrews, 2018). Service orientation is a part of the Social Awareness quadrant of emotional intelligence (Goleman, 2004).

increase the innovativeness of the school" (Financial Express, 2020). NEP 2020 envisions that some of the elite Indian institutions (IIMs, IITs and Universities) collaborate with the top 100 international universities to raise the quality bar for all our institutions. Unfortunately, data and technology are used as arsenals to scale world-class education and excellence. Even the teachers are forced to "rethink higher education for a world that's being overturned by technology" (Belsky, 2019).

With the rise of technology, the education sector is becoming a dominant player in the global market. It has been predicted that the global higher education market is expected to reach USD 35.8 trillion by 2025 (Markets and Markets, 2020). India is the second-largest market for e-learning after the US (IBEF, 2020). NEP allows 100% FDI in the education sector. This will only strengthen the marketization of higher education in general, and Management Education in particular. Return on Investment (RoI) will become the norm when the floodgates of private investment are opened up. Management Education will always be the most favoured destiny for private investments. Therefore, excellence and quality in Management Education will always be measured by numbers.

Exclusion, not Engagement: The fact that the MBA degree is in crisis is well established (Byrne, 2019). Nirmalya Kumar, one of the strongest critics of Management Education, says that it has failed in India (Datta, 2016). The declining interest in MBA is evident from the fall in the number of applicants globally. Many popular B-Schools are abandoning the traditional MBAs and opting for blended learning models (Gee, 2019). In the aftermath of the economic collapse the world witnessed in 2008, some of the leading B-Schools, including the Harvard Business School, engaged in a serious soul-searching exercise to counter the perception that

Therefore, any discussion on Management Education in the context of NEP 2020 cannot ignore the stark socio-political and economic realities of the world and of our country. NEP 2020 promises to promote an equitable and just society. Is it possible when "1 % of the people control 82% of the wealth in the world" (Corley, 2018)? India is one of the top 10 countries "with the most wealth in the world" (Carlos, 2019). At a time when India's global ranking on freedom, hunger, malnutrition, economic and social inequality expresses reprehensible status of our development trajectory, NEP 2020 tends to define educational excellence in terms of national and global ranks and aspires to create an equitable and just society.

The greatest danger the B-Schools face today is the culture of silence and alienation from the society. The academic ecosystem operating at MBA institutions has failed to instill social awareness among the faculty and students. Therefore, when the farmers are agitating for the last 50 days, and when the civil rights activists such as Fr. Stan are languishing in jail, the collective consciousness of the student community is not stirred. Students have always

been in the forefront of social revolution. Currently any attempt by the student community to raise the voice against any form of injustice is seen as a voice of dissent. The NEP is totally silent on stimulating the collective consciousness of the student community in HEIs, including MBA institutions, that can enable them to participate in the process of nation building.

Conclusion:

Aristotle in his treatise on *Politics* said that what matters is not only the law but also the type of regime that enacted and administered the law. The fabric of the federal structure of our nation is increasingly becoming fragile. The NEP 2020 announced by the present government is an attempt to further weaken this fabric. Sadly, education is used as a knife to cut the very fabric of federalism. Therefore, will the NEP 2020 become the 'cultural iatrogenesis' of India and of Management Education?

Endnotes:

Education World (2020) National Education Policy 2020: Expert reactions(https://www.educationworld.in/national-education-policy-2020-expert-reactions/),
Malik (2021) Industry Reactions On New National Education Policy (NEP 2020)

(http://www.businessworld.in/article/Industry-Reactions-On-New-National-Education-Policy-NEP-2020-/30-07-2020-303103/)

St. Xavier's University, Kolkata

Hindustan Times (2020) Long-due reforms, devil lies in details: National Education Policy evokes mixed reactions from academicians (https://www.hindustantimes.com/education/long-due-reforms-devil-lies-in-details-national-education-policy-evokes-mixed-reactions-from-academicians/)

IIM Act 2017 (effective from January 31, 2018) does provide clear structure for governance and leadership. It is not clear how the NEP 2020 will affect the IIM Act 2017.

AACSB – "The Association to Advance Collegiate Schools of Business is known worldwide as the longest standing and most recognised professional accreditation body in the field of business education at the Bachelor's, Master's, and Doctoral level".

Member, Group Executive Council, Tata Sons. Holds MBA, University of Illinois at Chicago, US; Doctoral degree in marketing, Kellogg School of Management, Northwestern University, US.

This article is based on the interview the author had with the authors of the book, Rethinking the MBA: Business Education at a Crossroads, by **Srikant M. Datar, David A. Garvin** and **Patrick G. Cullen**

Term used by Ivan Illich in his celebrated book 'Medical Nemesis.' Cultural iatrogenesis seeks to corrupt the essence of what it is to be human (Mahony, 2016)

The New Education Policy: The Ideological Contours of School Education

Dr. Achyut Chetan

The New Education Policy, 2020 needs to be studied very carefully by all citizens. It affects not just a cosmetic aspect of the nation's personality but promises, or threatens, to touch the soul of the country. I speak of the citizen because the document seeks to address their future and speaks in their name. The contradiction, if not the deception, of the document lies in its reference to one set of values while echoing the values of an entirely different world.

Since most members of the team that framed the policy belonged to higher academia, including eminent scientists such as Krishnaswamy Kasturirangan and Manjul Bhargava, it seems natural that most commentators on the new policy have analyzed the changes proposed at the tertiary level of education in India. These discussions have focused mostly on the restructuring of the universities, the rechristening of the courses, and, in some cases, on the changes that are proposed in the funding dynamics of higher education in India. Critics of the Indian development model have feared that the policy will pave way for an increasing commercialization of Indian education and take it beyond the reach of the poor and deprived. While these are all valid criticisms, what they all neglect to deal with is the boldness with which this policy continues the project of Hindu nationalism and surreptitiously injects some of its ideas in the blood-stream of Indian education. The document manages to frame an educational policy for a country where about two million children are still out of school without addressing the question of the vast social difference that affect them. It even manages to mobilize the political sentiments engendered by these differences to fulfil this project.

For a quick understanding, we need to look at its policies regarding school education, where the genealogical trajectory of this politics is most strikingly visible. In the words of the document:

The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

'Not only in thought, but also in spirit, intellect, and deeds'. The words read like a counter-rhetorical response to a similar document prepared by an eminent agent of the colonial government almost two centuries ago. In his infamous 1835 Minute on Indian Education, Lord Macaulay had proclaimed that the purpose of education should be to create 'a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect'. For Macaulay, it was not only the need of a class that would serve as a bridge between the British ruling class and an Indian subject class, but an arrogant sense of superiority of the British culture that had informed his views. The English language gives access, he had argued to 'the vast intellectual wealth, which all the wisest nations of the earth have created and hoarded in the course of ninety generations'. The literature in English, Macaulay had contended, is of far greater value than all the literature which three hundred years ago was extant in all the languages of the world together.

The New Education Policy reads like a belated and angry response to Macaulay's Minute by ideologues whose views on the relation between education and culture are equally flawed and filled with colonialist imperatives. The nativist pride that they display and seek to instill in the minds of young Indians reflects a narrow understanding of the diversity that constitutes the stream of Indian education system. Thus, while making passing reference to the global flow of ideas, it neglects the fact that we are no more half-citizens of a colonial world. We are citizens of a sovereign and secular democracy that has a long history of substantial interaction with the larger world. This misplaced anger against Macaulay's children is palpable in the new policy. It conceals this anger and by locating the question of humanities and arts, literature and language, within the framework of an economic need. According to

the policy, there will be a 'growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world'. I am not surprised because the word used here is demand—as if art is for consumption and humanities are meant to fulfil some calculable need—but because the policy fails to establish any connection between the new needs and the disciplines studied under arts and humanities. This can only be understood as a planned attempt to create a new hegemony for some cultural values through the means of education. Therefore, what seems to be an exercise of rhetorical deception, the policy defines education in terms of the Constitution and its values while in substantial terms all its reference is to a particular period of ancient Indian history. In consonance with the strategy, while the policy promises to inculcate the values of liberal democracies, it seldom talks about the rights of the citizens (which, of course, includes young students from several deprived communities). It talks about constitutional values and Indian values in the same breath, privileging the latter over the former for all practical purposes.

For school children, thus, the policy proposes to redesign all syllabi and curriculum in such ways that they are 'strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning'. An illustrative list of such values in the NEP document suggests that traditional Indian values and all basic human and Constitutional values belong to the same family ideas. Not only does it not consider the contradiction among these values but it also misrepresents several of these—of course in an order of hierarchy—as exclusively Indian. Thus, *seva, ahimsa, swachchhata, satya, shanti*, and sacrifice are considered as uniquely Indian, all of which could be imbibed by young children by reading texts from Indian tradition. While these values are certainly crucial for the development of a sense of community among the young pupils, one cannot help noticing that an emphasis on these might create conformist citizens with a specific world view that does not really agree with the rights-centered approach of the Indian Constitution.

The emphasis on the Indian-ness of these values also suggests that they will be cultivated among the students by training them to read original stories from the *Panchatantra*, *Jataka*, *Hitopadesh* and similar Indian texts. The binary that the policy reinforces, once again, implies that good values have Indian roots and that too only in a certain cultural cluster. Young students would hardly get to appreciate the universalism of values or the massive contribution of Christian and other cultures to the moral system of India. For instance, the contribution of the Jesuit organizations, including not just schools and colleges but also several social work groups, saints from other religious orders, and cultural minorities will be entirely wiped out from the imagination of the generations of young students who grow up as subjects of this education policy. One can get a sense of the monochromatic future into which these young people will grow.

While the NEP proclaims that following the ancient Indian educational philosophy, the purpose of education is the liberation of the self through the means of *jnaan* (knowledge), *pragya* (wisdom), and *satya* (truth), effectively it creates a curriculum that might imprison the self in insular walls and radically alter the grounds on which rest the vibrance and spirit of Indian democracy.

Relevance and Implementation of NEP 2020

Prof. Krishna Roy

Education policies lay particular emphasis on the growth of the creative potential of every individual of the society. The basic principle behind these policies is that education must develop not only cognitive capacities – both the foundational capacities' of literacy and numeracy and 'higher order' cognitive capacities such as critical analysis and problem-solving – but also social, ethical and emotional capacities and outlooks.

With the approval of the NEP 2020 in July, India is all set to see a much needed reformation in education one that centres on the essentials of learning in the present condition while preparing students for a future that stands on prediction. The present system that is often been disparaged to be rigid and redundant focussing more on content and results will now pave way for NEP that aims to encourage cognition and creativity. With its multi-disciplinary mode of education, students will have the prospects to innovate and acclimate, allowing them to swiftly travel between different interests and fields, enabling constant up gradation of the skills. The policy restructures the entire system to be more learner-centric, focussing on equity, quality, affordability and accountability.

NEP has four major parts. Part I relates to School Education and Part II to Higher Education. Part III deals with other key areas of focus like Professional Education, Adult Education, Promotion of Indian Languages, Arts and Culture and Part IV includes the strengthening of the Central Advisory Board of Education (CABE), making quality education affordable for all and the implementation of the policy.

The implementation of the NEP stands on the collective consciousness to grow an intellectual and social capital. It is impossible to achieve this without establishing the parallel institutional mechanism to put the policy into action. The success of the implementation of NEP will require different types of genuine involvements like coordination and cooperation between the Centre and States; involvement of the legislature; passage of new laws or bringing in amendments to existing laws; an increase in the budgetary framework and augmentation of financial resources with involvement of inter-ministerial discussions; regulatory reforms etc.

The existing 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively in the NEP. The new system will have 12 years of schooling with three years of pre-primary or play school education. With the changed curricular structure there is a need to change the pattern of syllabus taught to students. Hence to implement the changes at each level a thorough restructuring of the curriculum, pedagogy and the content needs to be done as per the NCF (National Curriculum Framework). The content rubrics need to be revisited to modify the textbooks as per the new framework.

To implement the NEP 2020 successfully, proper planning to execute the policy is needed. To do that there is a need to establish a National Committee of Implementation having experts from the field of education as its members. This Committee shall be tasked with creating and monitoring the NEP Implementation Plan. It will have specific powers and functions, including creation of thematic sub-committees and regional committees. With the proper amalgamation of norms and facts received through surveys done in the areas of education a report on the suggestions for implementation is to be given by the Committee to the Ministry of Education. The Committee, located within the Ministry of Education, being chaired by the Education Minister needs to work on the report and give in an execution or implementation of a roadmap to bring it to action by the National Committee of Implementation. It will be assisted by the State Committee of Implementation created by the state government having members with educational expertise in the state and also members of local government who shall take it deep down to the grass root level.

NEP 2020 deals with the blending of technology with the teaching and learning process. To implement this, the two pillars of education: learner and the teacher have to be
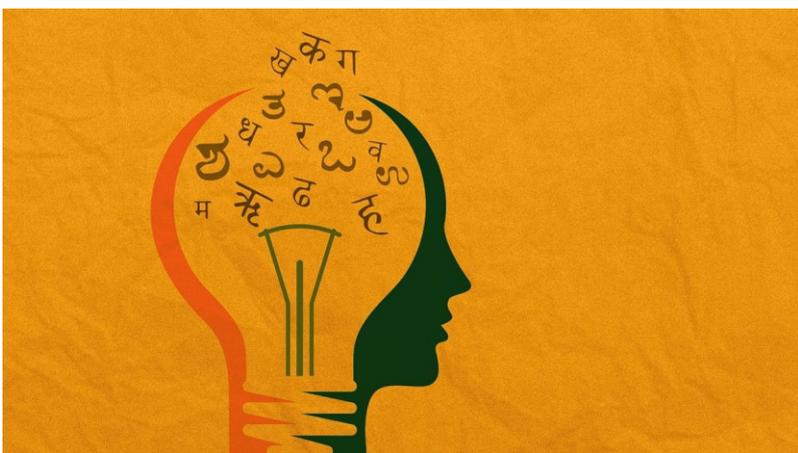
made technologically advanced. Training needs to be given to the educators for ushering the digital mode of education. Different centres of training have to be established for this. Incentives have to be given to motivate teachers towards this online and digitised education. For successfully implementing and bringing in higher order skills, such as analysis, critical thinking and conceptual clarity among the learners they need to adapt with ease with this new mode of education that aims at using artificial intelligence. It should not happen that in the rush of understanding and using technology the subject content loses its importance. Bridge courses need to be provided by educational institutions to those learners who are not adapted to this technology blended education model. A strong digital infrastructure needs to be established for bringing this policy into action. Creating such digital infrastructure catering the needs of the remote areas in India, is indeed a challenge.

NEP 2020 provides for a research ecosystem under the stewardship of the National Research Fund (NRF). It aims at providing the required incentive to grow the Research and Development agenda by way of building a research ecosystem that will comprise the government, universities, research institutes and industry. According to NEP, 'the NRF will work towards seeding, funding, coordinating and monitoring research and innovation initiatives'. To implement this successfully the HEIs should create a research favourable environment and infra-structure and research policies. Research Committees
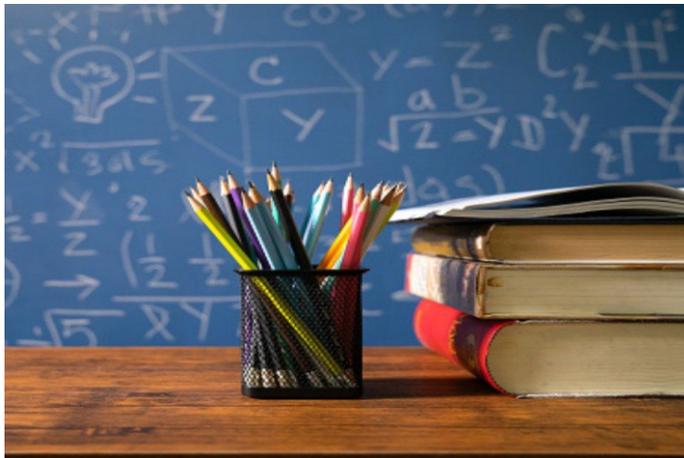
should be made for assisting the young scholars to carry out research. Learners should be encouraged in research based education so that the young minds can learn to question and get the answers of the same instead of learning from text books.

NEP has more positives than negatives. However, it is only after execution that people will finally be able to judge its effectiveness. There are considerable numbers of loopholes in NEP 2020 that can cause irrevocable disadvantages to the society in future. Though intentions are good, it will be a feat to achieve, given the limited resources at hand.

References:
1. Krishnaswami O.R., (2004), pp 72-74 , "The wisdom of Thirukkural", Bharatiya Vidya Bhavan.

2. Chopra Ritika (30th December 2020), "India's National Education Policy, 2020 Explained", Indian Express.

3. Sahoo, B.K., (22th October 2020), "NEP 2020: Implementation of New Education Policy in our education system", Hindustan Times.

4. Nandini, ed. (29th July 2020). "New Education Policy 2020 Highlights: School and higher education to see major changes", Hindustan Times.

5. Jebaraj Priscilla (2nd August 2020). "The Hindu Explains: What has the National Education Policy 2020 proposed?", The Hindu.

"Education cannot be neutral. It is either positive or negative; either it enriches or it impoverishes; either it enables a person to grow or it lessens, even corrupts him/her. The mission of schools and universities is to develop a sense of truth, of what is good and beautiful. And this occurs through a rich path made up of many ingredients. This is why there are so many subjects - because development is the results of different elements that act together and stimulate intelligence, knowledge, the emotions, the body, and soon".

- Pope Francis

The Goethals News has been coming up with very relevant topics. The July – September 2020 issue on "Artificial Intelligence (AI), an Extension of Human Intelligence (HI)" spoke loud and clear that the utilization of Artificial Intelligence will surely make life more convenient for humankind in the years to come and even force humans to evolve newer skill sets, but it will never be possible for these machines to completely replace the human resource. Human Intelligence is greater because it's a creation of God unlike Artificial Intelligence, as the name itself suggests, which is artificial and temporarily created by humans.

In these changing Post-COVID times, and in the light of NEP 2020, we look up to the next issue of Goethals News: January – March 2021, which will focus on NEP 2020 – the buzzword in the field of Education. Education is seen as the realization of the best in man – body, soul and spirit. Ethics and morality are integral to any kind of education. It is seen that the aim of education is to teach one 'how to think' rather than 'what to think'. To quote Joseph Addison: "What sculpture is to a block of marble, education is to the human soul." A value-based education that has its imprint on a soul for a life time is the need of the hour. The fruits of true learning will be seen in a society that experiences Justice, Peace and Tolerance of all humankind and infuses right thinking, self-control, service to the society, respect to others and constant awareness of ones duties and responsibilities.

May the New Education Policy 2020 with its high ideals pave the way in addressing all sections of the Society.
Warm Regards
Sr. Flora Michael

Congratulations for the issue of GN with inspiring articles. Servant-Leadership is a relevant topic, my favourite and the favourite of many people. Your editorial is well written and enriching. We are all striving to live up to this dimension of leadership.
Sr. Eugene D'Souza

I Can say in two lines: The articles in the last issue were truly exemplary. I agree with Pope Francis when he says, 'life speaks louder than words. For me this is the measuring thermometer for servant-leadership'.
Sr. Dr. Marie Jessie

Thank you for the e-copy of the GN. I liked it very much. An excellent issue considering today's political situation.
Fr. K.L. George
Darjeeling

I am happy that the Goethals Indian Library & Research Society, Kolkata has come out with the issue of the GN on Servant-Leadership, October-December, 2020. I also congratulate all who have contributed to this edition of the journal. Every article on Servant-Leadership is unique and powerful.

Servant-Leadership fosters sharing, and decentralises power and primarily addresses the needs of the employees. Servant-Leadership caters to the needs of the people and facilitates people in their performance. Wherever servant leadership is practiced, it has a major impact on the staff and influences other staff and positively reaches the staff families. A Servant-Leader should be a good listener, empathiser, counsellor, steward, and community builder. As Christians, we should follow and emulate Jesus Christ who happens to be the only Servant-Leader.

I would like to specially congratulate Father J. Felix Raj, SJ for the editorial article on Servant-Leadership – the Most Powerful Way. Father has categorically explained the characteristics of servant-leadership. He has further strengthened his article with a beautiful quote from Albert Camus, a French Philosopher, who says that "Don't walk in front of me, I may not follow, don't walk behind me, I may not lead, walk beside me, just be my friend".

Dr. Fr. Antony Arockiasamy's article also clearly explains the Biblical Perspective of servant-leadership. He argues that leaders must possess the attitude of Jesus Christ which would qualify them to consider others as more important than themselves. I also appreciate Fr. Sunil Rosario and Fr. Jeyaraj Veluswamy for their views on servant-leadership. A special word of appreciation to Sr. Inigo for providing a feminist perspective on servant-leadership and categorically listing the traits of servant-leaders, like integrity or credibility, principles and most importantly, a god-experiencedness.

I strongly believe that these kinds of dialogues would definitely bring a revolutionary change in the attitude of the people who would like to take up leadership positions in the future. Especially, Christian institutions need such motivated people with leadership quality who have the genuine interest to inculcate servant-leadership qualities in their lives so as to bring in a change in their respective organizations for a better India.
Fr. Dr. Xavier Vedam, SJ
AIACHE, Delhi

Article Contributors

1. **Fr. Dr. Mourlin, K.** is an Assistant Professor (Human Resource Management), Xavier Business School, St. Xavier's University, Kolkata.

2. **Dr. Monirul Islam** is an Assistant Professor (Marketing), Xavier Business School, St. Xavier's University, Kolkata.

3. **Prof. S. Peppin** is an Academic Dean, School of Rural Management, School of Governance and Public Affairs and Director, Directorate of Open-Learning, Xavier University, Bhubaneswar.

4. **Achyut Chetan** is an Associate Professor of English and Dean, Faculty of Arts & Social Studies, St. Xavier's University, Kolkata.

5. **Prof. Krishna Roy** is an Assistant Professor (Political Science), Xavier Law School, St. Xavier's University, Kolkata.

Collection of unusual curios at The Goethales Indian Library and Research Society

New Arrivals

1. Lectures on Political Economy by Knut Wicksell, Routledge and Kegan Paul Ltd., London, 1934.

2. Three Hundred Years of French Architecture 1494-1794 by Sri Reginald Blomfield, Alexander Maclehose & Co., London, 1936.

3. Visa to Moscow by Michel Gordey, London Victor Gollancz Ltd., 1952.

4. NEW ZEALAND - A Working Democracy by Walter Nash, London J. M. Dent & Sons Ltd., 1944.

5. AMRITSAR - Mrs Gandhi's Last Battle by Mark Tully & Satish Jacob, Rupa. Co., 1985.

6. The National History of France by Fr. Funck Brentano, Lndon William Heinemann Ltd., 1927.

7. The Religion of Manichees by F. C. Burkitt, Cambridge at the University Press, 1925.

8. MUST MEN STARVE – The Malthusian Controversy by Jacob Oser, The Alden Press, 1956.

9. Parliamentary Procedure in India by A. R. Mukherjee, Oxford University Press, 1967.

10. The Causes of the Civil War by Kenneth M. Stampp, Simon & TSchuster Press, 1986.

11. Soul of Russia by Helen Iswolsky, London Sheed & Ward Press, 1944.

12. Behind Europe's Curtain by John Gunther, Hamish Hamilton, London, 1949.

13. A History of Christian Missions by Stephen Neill, Penguin Books Pty Ltd., Austalia, 1964.

14. HENRY MORSE – Priest of the Plague by Philip Caraman, Longmans, Green anad Co. London, 1957.

15. The End of Empire by John Strachey, London Victor Gollancz Ltd., 1959.

The next issue April - June, 2021 shall be on 'Farm Laws.'