

UNIVERSITY NEWS 59,15,149-159, April 12-18, 2021
HIGHER EDUCATION IN NATIONAL EDUCATION POLICY 2020- A REVIEW
Dr. Sunil Behari Mohanty,
President, All India Association for Educational Research
Flat 1, Beatitude Apt.2. 61B Selvaraj Chettiar Street, Vaithikuppam, Puducherry-605001
E-mail: sunilmohanty@gmail.com

Introduction

All developed nations and international and regional bodies involved in development of education realise necessity for a look at policy at intervals. "Education influences and is influenced by the context in which it is developed. This synergistic relationship implies that education must be in a constant state of change, as it responds to changing social and economic needs, and that education itself is a force for social and economic change as people become more empowered and more productive (Asian Development Bank 2003, p.10). Indeed, while education research might encompass broad themes in areas such as leadership and school improvement, teacher development and teacher quality, skills and employability, equity in education, governance and quality assurance, and citizenship education, it is ultimately policy-making that translates these domains into practice" (Jie 2016, p. 1). Education policy formulation is a difficult process that can rarely claim perfection. An effective policy continuously offers scope for evaluation and modification as and when necessary. "Education policies can be useful instruments to guide decisions concerning the improvement and transformation of educational systems. Such instruments require great sensitivity to national contexts and objectives determined by their own citizen" (Klees, Samoff & Stromquist 2012, p. xix). Three reasons mentioned by World Bank (2013, p. 9) for mapping and analysing the design of education policies are:

1. Policy frameworks provide a sense of what is possible in an education system.
2. The analysis of policy frameworks allows for a better understanding of where to focus improvement efforts; and
3. The analysis of policy frameworks may support a more thorough understanding of implementation gaps.

Education policy is generally formulated having an eye on future. "The future is inherently unpredictable because it is always in the making. Long-term strategic thinking in education thus needs to consider both the set of trends and the possible ways they might evolve in the future". (OECD 2019a, p.13). "In today's increasingly complex systems, education systems are making considerable efforts to ensure that governance structures facilitate effective planning, implementation and delivery of education policies." (OECD 2019b, p.44). Highlighting issues related to *evidence-based policy-making in education*, European Commission/EACEA/Eurydice (2017, p.9) stated that

"While there is a wide range of evidence available, the challenge is to ensure that the evidence used in policy-making is pertinent to current policy issues. There are two important challenges here: timeliness and relevancy. Firstly, constant societal change implies that policies must be adapted to address new and emerging issues (such as coping with migrants, radicalisation, youth unemployment etc.). As a consequence, the evidence to support policymaking often does not exist when it is needed. Secondly, the complexity and multidimensional nature of education system poses challenges to produce relevant and reliable evidence using an appropriate methodology."

Unless formulated with enough safeguards, policies may flop. Viennet. & Pont (2017, p. 6) stated that "Education policy implementation is a complex, evolving process that involves many stakeholders and can result in failure if not well targeted. In fact, a range of reasons can prevent implementation from being effective, such as a lack of focus on the implementation processes when defining policies at the system level; a lack of recognition that the core of change processes requires engaging people; and the fact that implementation processes need to be revised to adapt to new complex governance systems. It is therefore crucial to understand it, clarify its determinants and explore ways in which it can be more transparent and effective."

OECD (2018, p. 23) stated that

“Policy success depends on the design and specific features of the policies themselves, but also on the overall complexity of the policy ecosystem at the stage when implementation strategies are being developed. Here, it is important to engage actors, including students, based on a shared understanding, and supported by stronger capacities and resources. In the same way, better policy evaluation and contextual understanding should permeate the system. Evaluations can offer both summative and formative perspectives of specific reform implementation and can help identify factors that can promote success in policy implementation.”

National policies generally evaluate earlier strategies and formulate future strategies in respect of various areas. Priority of an area varies from one nation to another. For instance, in a country such as the US having a high-quality science and technology education system may go for liberal education to maintain a balance in human development process. Policy priorities for a highly literate nation, is higher education, whereas the priority for a nation with high illiteracy may be primary school education for all. The nations having large scale unemployment problem go for policy to attract individuals for vocational courses and even go for training in vocations from early stages, as suggested by Mahatma Gandhi.

History of Policies

Nearly, a century ago, in 1913, the British rulers had brought out “Indian Educational Policy 1913” (Superintendent, Govt. Printing, India, 1913). The Policy did not visualise a national pattern for the whole nation. “In view of the diverse social conditions in India, there cannot in practice be one set of regulations and one set of progress for the whole of India” (Govt. of India – under British Rule 1913, p. 2). This policy document was based on the deliberations made at three conferences of experts and representative non-officials held during previous two years. After 18 years of having a constitution, the nation had its first education policy in 1968 (Ministry of Education, 1968). Although this document stated that the policy would be reviewed after five years, it took 11 years to bring out a Draft Policy document (Ministry of Education, 1979). After 17 years of 1968 policy, in order to raise a debate on various issues the Central government brought out a discussion document of 119 pages “Challenge of Education” that listed following constraints: (a) internal, (b) technological, (c) economic, (d) legal, (f) financial, and (g) constraints of the total system (Ministry of Education 1985, pp.74-86). This document made open various issues to the public and pointed out the pros and cons of various strategies that could be debated. Finally, in 1986, the National Policy on Education 1986 was brought out with approval of the parliament. Taking note of several objections raised in various forums regarding certain aspects of the policy, the central government appointed a committee under the chairmanship of Acharya Ramamurti (Acharya Ramamurti 1990). The Central Advisory Board of Education could not accept all recommendations of the Acharya Ramamurti (1990) and appointed a committee under the chairmanship of N. Janardan Reddy (Reddy 1992). Basing on this report, 1986 policy was modified in 1992. Although the latest policy of 1986 modified in 1992 stated about a revision of the policy in five years, after 23 years, in 2016 central government-initiated policy formulation, by bringing out a document “Some Inputs for Draft National Education Policy 2016” (MHRD 2016), that invited inputs for the proposed Policy by 30th September 2016. In the same year, the Ministry brought out another document – “National Policy on Education 2016 -Report of the Committee for Evolution of the New Education Policy” (Subramanian 2016). Based on inputs received the Ministry brought out “Draft National Education Policy 2019 (Kasturirangan 2019). Finally, in 2020, the ministry brought out a new policy document (MHRD 2020).

A Few Unfulfilled Strategies of National Policy On Education 1986/1992

1. Consolidation of, and expansion of facilities in, the existing institutions (Art. 5.26, p. 18)
2. Increasing flexibility in the combination of courses (Art. 5.29).
3. Systematic assessment of teachers' performance (Art. 5.31)
4. Stress on (a) research in Indology, the humanities, and social sciences, (b) encouragement for inter-disciplinary research, (c) relating India's ancient fund of knowledge to contemporary reality (d) intensive study of Sanskrit and other classical languages and establishment of an autonomous Commission for the purpose (Art. 5.33)

5. Networking systems between technical education and industry, R&D organisations, programmes of rural and community development, and with other sectors of education with complementary characteristics.” (Art. 6.15 ix)
6. Establishment of a national body covering higher education in general, agricultural, medical, technical, legal, and other professional fields for greater co-ordination and consistency in policy, sharing of facilities and developing inter-disciplinary research (Art.5.34)
7. Networking arrangements between institutions of teacher education and university departments of education.” (Art. 9.6, p. 33)
8. The outlay on education will be stepped up to ensure that during the Eighth Five Year Plan and onwards it will uniformly exceed 6 per cent of the national income. (Art 11.4, p. 36)
9. Establishment of the Indian Education Service as an All-India Service (Art. 10.3),
10. De-linking degrees from jobs in selected areas (Art. 5.38)
11. National Evaluation Organisation (Art. 5.41, p. 20)
12. State Advisory Boards of Education on the lines of CAGE (Art. 10.4)
13. Special selection and training of heads educational institutions (Art. 10.7)
14. National Examination Reform (Art. 8.25)
15. State Councils of Higher Education to keep a watch on standards (Art.5.30)
16. Checking of the emergence of substandard and mediocre institutions (Art.6.15 -vii)
17. Training of educational planners, administrators, and heads of institutions (Art.10.5)
11. “Creation of a system of performance appraisals of institutions according to standards and norms set at the National or State levels” (Art. 7.3(d))
12. Uniform emoluments, service conditions and grievance-removal mechanisms for teachers throughout the country (Art. 9.2)

National Education Policy 2020 Recommendations on Higher Education-A Review

Just as last policy of 1986 was modified after 6 years as it had to remove many target years which had already been crossed and a few other impossibilities, this policy document may need modification as the document has repetitions – such as training of school teachers mentioned both as part of chapter 5 “Teachers” (Art. 5.22 - Art. 5.29) under school education and also chapter 15 ”Teacher Education” mentioned under Higher Education and correct certain unnecessary description, criticisms of current scenario and carry out certain apparent contradictions and correction of ambiguous language.

Initiatives for Accelerating Progress

1. Renaming MHRD as Ministry of Education (MoE) (Art.25.2)
2. Strengthening the Central Advisory Board of Education (Art. 25.1, p.60)
3. Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity (Art. 24.5, p.60)
4. National Educational Technology Forum (NETF) (Art. 23.2, p. 56)
5. Establishments of Academies for Language Development (Art. 22.18pp. 55-56)
6. Establishment of National Institute (or Institutes) for Pali, Persian, and Prakrit (Art.22.16p. 55)
7. Merging of Classical Language Institutes with Universities (Art. 22.16, p. 55)
8. Establishment of Indian Institute of Translation and Interpretation (IITI) (Art. 22.14)
9. Outstanding local artists and crafts persons as Guest Faculty (Art.22.9, p.54)
10. Flexibility in the curriculum at School and Higher Stages for Traditional Indian Knowledge (Art 22.8, p. 54)
11. Technical education (Art. 20.6, p. 51)
12. Health Education (Art. 20.5, p. 50)
13. Law education (Art. 20.4, p. 50)
14. Professional Standard Setting Bodies (PSSBs) (Art. 18.5, p. 47)
15. Establishment of a National Research Foundation (NRF) (p. 46, Art.17.9-11)
16. Stimulating Research Capabilities and Excellence (Art.17.8, p. 46)
17. Higher Education Grants Council (HEGC) (Art. 18.5, p. 47)

18. National Accreditation Council (NAC) (p. 47, Art. 18.4)
19. National Higher Education Regulatory Council (NHERC) (Art. 18.3, p. 47)
20. Regulation of HE Institutions by Four Independent verticals under Higher Education Commission of India (HECI). (p. 47, Art. 18.2)
21. Stimulating Research Capabilities and Excellence (Art.17.8, p. 46)
22. General Education Council (GEC) (p. 47)
23. National Higher Education Qualification Framework (NHEQF) (Art. 18.5)

Initiatives That May Face Hurdles

1. Conversion of Sanskrit Universities into Large Multidisciplinary Institutions of Higher Learning (Art. 22.15, p. 55)
2. Integration of Programmes of Agriculture and Veterinary sciences with General education (Art. 20.3, p. 50)
3. Conversion of Stand-Alone Universities for Professional courses into multidisciplinary institutions by 2030 (Art. 20.2, p. 50)
4. In 15 years, HEI will have only independent self-governing institutions (Art.19.2p. 49)
5. Curbing Commercialization of Education (Art. 18.12, p.48)
6. Utilisation of Retired Persons - National Mission for Mentoring (15.11, p.43)
7. Making all colleges autonomous (10.4, pp. 34-35)
8. Administrative Autonomy to colleges (10.11, p.35)
9. Integrated B.Ed. courses only in multidisciplinary institutions by 2020 (Art 15.3, 15.4, 15.5, p.42; Art. 5.22 & Art. 5.23)

Strategies of Draft NEP 2019 Not Found in NEP 2020

1. National Tutors programme (NTP) (P2.5, p.60& MOE-SDOE.4, p. 429) by 2022
2. Nalanda Mission (P10.15, pp.220-221 & p. 426)
3. Takshashila Mission (P10.15, pp.220-221 & p. 426)
4. All students are likely to have access to connected personal computing devices by 2025 (P19.4.1.b, p.348)
5. All new colleges from 2020 onwards to be autonomous (P18.5.2. p.333)
6. Establishing Rashtriya Shiksha Aayog (RSA)/ National Education Commission (NEC) (p.425)
7. Establishing Rajya Shiksha Aayog (RjSA)/ State Education Commission (SEC) (p.427)
8. Having 100-150 Accreditation Institutes to support NAAC accrediting process (p.433)
9. Indian Institutes of Liberal Arts” (pp.231-232)
10. Doctoral Course to include a unit on communication in at least one Indian language other than English (p.233).

Higher Education Provisions and A Few Points as Feedbacks

Large, multidisciplinary universities and colleges, with at least one in or near every district (9.3. a, p.33)

Existing central universities and most of the state and private universities and colleges are multidisciplinary. In the current scenario, as due to shortage of funds, a large number of central universities, created a decade ago, are understaffed and continuing with under construction academic buildings and are functioning without having appropriate library, playground and other amenities, it may be suicidal to go for New “large, multidisciplinary universities and colleges with at least one in or near every district”. When funds are not available to fulfil constitutional obligation for school education, no doubt, the nation may need to give priority to consolidation, instead of expansion, by completing the physical infrastructure and providing adequate human resources. National Policy on Education 1986/92 had also stated that “In view of the need to effect an all-round improvement in the institutions, it is proposed that, in the near future, the main emphasis will be on the consolidation of, and expansion of facilities in, the existing institutions.” (MHRD 1992, Art. 5. 26, p. 18).

Local/Indian languages medium of instruction (9.3. a, p.33 & 14.4.2, p.42)

Teaching through Indian languages may not necessarily mitigate equity issues. The relevant sentence in policy may not need attention in the states like Chhattisgarh, Odisha

Multidisciplinary undergraduate education; (9.3, p. 34)

As existing undergraduate education is mostly multidisciplinary, above statement may be irrelevant

Scholarships by private/philanthropic universities for disadvantaged and underprivileged students (9.3, p. 34)

It is awishful thinking of NEP 2020 which may or may not materialize.

Transforming higher education institutions into large multidisciplinary universities, colleges and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students. (10. 1, p.34)

At present, there were multi-disciplinary as well as single discipline universities of the state governments. Future will tell if the state governments can muster resources to do so.

Bringing back great Indian tradition to create well-rounded and innovative individuals (10.2 p.34 & 11.1 p.36)

The above strategy may need careful implementation because of the following viewpoints.

A century ago, Sri Aurobindo wrote

“The living spirit of the demand for national education no more requires a return to the astronomy and mathematics of Bhaskara or the forms of the system of Nalanda than the living spirit of Swadeshi a return from railway and motor traction to the ancient chariot and the bullock-cart.” (Sri Aurobindo 1920, p.272)

He also stated that "The past is our foundation, the present our material, the future our aim and summit. Each must have its due and natural place in a national system of education.” (Sri Aurobindo 1972, Vol. 17, p. 205)

Recently, a document of Organization for Economic Cooperation and Development, which has most of the developed nations as its members, stated that

“Opinions differ on historical developments and, even when there is agreement, the future is rarely just a smooth continuation of past patterns. Moreover, we do not know in advance which trends will continue and which will change course, or in what context. Sometimes, we can just be plain wrong. Similarly, it is not guaranteed that the trends that were important in the past or seem so now will remain influential; emerging trends, barely visible at the moment, may become crucially important in the future. (OECD 2019a, p. 14).

In ancient India, institutions were established in locations away from towns. Casteism, the famous Indian evil dominated during ancient India. Mahabharata says that a tribal learner, named Ekalabya who was learning the art of archery from a distance had to sacrifice his right thumb behest of Guru Drona’s order, as the knowledge given to princes could not be applicable for others. During those days most of the teachers were Brahmins by caste. Should all non-brahmin teachers quit their jobs? There were instances of students going to villages and towns with a begging bowl for their rations? Should it now be the practice. There are instances of students being given manual work (Aruni story) and when the teacher was satisfied about the sincerity, transferring knowledge to the student. Should the nation go for this strategy?

Making all colleges autonomous (10.4, pp. 34-35)

Getting autonomy may not be always an indicator of quality. Mohanty (2015) found that 69 autonomous colleges and 162 non-autonomous colleges became colleges with potential for excellence (Mohanty SB 2015, p. 53)

Administrative Autonomy to colleges (10.11, p.35)

State governments may not relax their hold over government colleges by giving them administrative autonomy. Rather they will like them to be universities so that these colleges get more funds from UGC and depend less on state funds

Funding of public Institutions (10.11, pp.35-36)

Even after a decade of existence, many central universities have not been able to possess appropriate material and human resources.

Universities throughout the world are multidisciplinary (10.14, p.36)

This is not a fact. There are single discipline universities in both India and abroad

Terms such as 'Deemed to be university', 'Affiliating university', 'Affiliating technical university' and 'Unitary university' to be replaced by University

Such terms indicate the scope of the institution and central government may reconsider this strategy. A few years ago, UGC had banned deemed universities to name themselves as universities and central government's NUEPA became NIEPA.

Flexibility in curriculum and Faculty and institutional autonomy in setting curricula (Art 1.6, p.37)

Affiliating universities shall have to modify their regulations to allow autonomy for institutions in developing curricula and institutions shall have to modify their regulations to allow autonomy for their own teachers for developing curricula

The M.Phil. programme shall be discontinued (11.10, p.38)

The number of teaching and other posts in institutions offering M.Phil. programmes might have to be reduced

Establishment of MERUs (Multidisciplinary Education and Research Universities) (11.11, p.38)

In a situation, when resource crunch is reflected in central universities created a decade ago, yet to have appropriate physical infrastructure for which they are having induction programmes in hotels, the central government may not pursue this strategy.

Attaining Global Quality Standards (12.7, p.39)

This aspiration might have to wait till the next millennium as before that there may not be an end to casteism in the society and continuation of reservation policy that shall make the higher education classes more heterogenous and dilution in classroom teaching learning strategies.

Allowing Top universities of the world to operate in India (12.8, p.39)

This will widen the equity gap as only rich can join these universities. However, it will check flow of Indian money to US and other nations. "Such institutions should give an Indian degree, need be subject to all rules and regulations that would apply to any Indian university"(Yash Pal 2009, p. 40)

Institution wise Faculty appointment (13.3, p.40)

State governments may not like to accept this as it may affect the domination of political leaders

Steps to be taken by Governments (14.4.1, p.41)

Since the policy document is a document of the government, the steps listed need to be placed at appropriate places in the document and if no place is available, places may be created.

Steps to be taken by all HEIs (14.4.2, p.41)

The steps may be placed in appropriate sections

Having degree courses taught in Indian languages and bilingually (14.4.2, p.42)

Teacher Education for School Education stage (Art. 15.1-9, pp. 42-43 & 5.22-5.29, pp.23-24)

The central government may take into account four stages of education -foundation, preparatory, middle, and secondary and developing new models of initial teacher training programmes for foundation, preparatory, middle stages of education and remodelling existing secondary programme meant for lower secondary stage to include upper secondary stage in its teaching practical.

Teacher education and Multidisciplinary perspectives (15.1, p.42)

Multidisciplinary approach does not apply to consecutive mode of initial teacher training

Development of practice under the best mentors. (15.1, p.42)

Conventionally, initial teacher training programmes in India do not use mentors from among schoolteachers in teaching practical in schools, as found in case of US and a few other nations. Teaching practical in schools are supervised by faculty of teacher education institutions. If mentors from among schoolteachers are to be used, it may be necessary to have modifications in regulations of the examining bodies to allow these mentors to officially assess teaching performance of teacher trainees which will be reflected in declaration of results. This action may also necessitate reassessing number of faculty required for a course.

Teachers and tribal traditions (15.1. p.42)

Special teacher training courses exist in many nations for indigenous population. Many state governments have tribal schools and tribal teacher training programmes, which will immensely benefit from teacher training courses for tribal population

Selling of Degree for a price by majority of stand-alone teacher education institutions (15.2, p.42)

Above statement needs correction - Such practices are also followed in universities and colleges of the central and state governments, authenticated by steps taken by NCTE in 2019 stopping admission 2020-21 in many government institutions.

Failure of Regulatory Effort in Teacher Education (Art 15.2, p.42)

The central and state governments are squarely responsible for such precarious situation, as their own examining bodies, are not utilising their stiletto and not carrying out their responsibilities to stop deterioration of initial teacher training programmes.

Needed Efforts to Revitalize Regulatory System (Art 15.2, 15.3, p.42)

Since teacher eligibility test has been introduced, there may not be necessity of any external agency except affiliation given bodies to tinker with courses and teacher training institutions.

By 2030, integrated B.Ed. courses only in multidisciplinary institutions (Art 15.3, 15.4, 15.5, p.42; Art. 5.22 & Art. 5.23)

1.Since many central government universities and colleges / institutions with high salaried experts are failing to provide educationally sound initial consecutive mode teacher training programmes, the success of concurrent mode initial teacher training programmes that will bring in a plethora of non-Education subject faculty is questionable and may lead to further deuteriation of initial teacher training.

2. The central government managed Regional Institutes of Education have been running both models (Consecutive and concurrent) types of courses for more than half a century (since their inception in 1963), accepting the facts that both the models are equally effective. In the absence of findings any study conducted on the two types of products working throughout the nation, the central government may consider not taking any action on the proposal to have only concurrent mode programmes by 2030. Wastage in concurrent mode (post +2) is more than consecutive mode (post general degree) as in case of former, the admission takes place after higher secondary when students are continuing with their efforts to get admitted in medical and technical courses. Consecutive mode is less costly than concurrent mode, which employs larger number of teachers

3. Within coming nine years, it may not be possible for many states to increase funds for school education, to make 4-year B.Ed. degree compulsory for teachers of all stages which will at least double salary expenditure for teachers engaged in foundation, preparatory and middle stages of education.

All B.Ed. Teaching Practical Training in Local Schools (Art. 5.23, p.23)

Above statement may not work as the Regional Institutes of Education of NCERT of the Central Government take students from more than one State and send them to respective states for teaching practical)

Scholarships for Teacher Trainees (Art. 15.5, p.43 & Art. 5.2, p.20)

Instead of giving scholarships, central government may consider the possibility of establishing a model comprehensive residential teacher training college in each state except Karnataka, Madhya Pradesh, Meghalaya, Odisha, and Rajasthan, which have at present Regional institutes of Education of NCERT, providing teacher training programmes covering four stages of education and charging no fees from such students and applying this principle also for existing training colleges.

Uniformity in Trainee Selection (15.7, p.43)

This strategy will create problems as there are wide differences among types of schools, subjects offered at degree stage, and availability of teacher trainees with degree level content knowledge for teaching a subject and standardization of such a test may not be feasible and may not be necessary when institutions are going to be closed because of large scale unemployment

National Curriculum Framework for Teacher Education, NCFTE 2021 (Art. 5.28, p.24)

Each state may frame its own framework and all these frameworks may be the base for national framework.

Teacher Education for Higher Education Stage (Art. 15.10-11, p. 43)

Keeping in view the fact that already uncorrected facts and explanations are found in online resources available in technology platforms that happened due to hasty preparation, appropriate agencies may be involved in scrutinising these materials at intervals and updating the changes in facts and figures.

Training in Teaching Techniques as part of Ph.D. Course Work (Art. 15.9. p. 43)

In a limited number of countries in central Europe, in which such practices are found have not made it compulsory for all subjects and have made it optional perhaps keeping in view the fact that teaching may not be the choice for all Ph.D. scholars.

Utilisation of Retired Persons - National Mission for Mentoring (15.11, p.43)

Retired persons may not always be knowledgeable persons and their knowledge and skills may be outdated. As the governments and institutions are engaging selected retired persons, central government may not go for such a mission.

A Few Sentences May Need Refining to Have More Clarity

1. University, worldwide, means a *multidisciplinary institution* of higher learning that offers undergraduate, graduate, and Ph.D. programmes, and engages in high-quality teaching and research. The present complex nomenclature of HEIs in the country such as ‘deemed to be university’, ‘affiliating university’, ‘affiliating technical university’, ‘unitary university’ shall be replaced simply by ‘university’ on fulfilling the criteria as per norms. (10.14, page 36)
2. All assessment systems shall also be decided by the HEI, including those that lead to final certification. (12.2, p.38)
3. Develop bridge courses for students that come from disadvantaged educational backgrounds (14.4.1 i, p.42)
4. HEIs shall also move away from *high-stakes examinations* towards more continuous and comprehensive evaluation. (12.2, p.38)
5. The 4-year integrated B.Ed. will be a dual-major holistic bachelor’s degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. (Art. 15.5, p.42)
6. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. (Art. 15.5, pp. 42-43)
7. Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programmes will be attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide rigour in conceptual development. (15.8, p.43)
8. Teaching and learning of Indian languages need to be integrated with school and higher education at every level.” (Art. 22.6)
9. *Creating such programmes and degrees in higher education, across the arts, languages, and humanities, will also come with expanded high-quality opportunities for employment that can make effective use of these qualifications.”* (Art.22.13, p.55)
10. “Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. (p.3)
11. teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions; (p.5)
12. a ‘light but tight’ regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment
13. recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student’s holistic development in both academic and non-academic spheres; (p.5)
14. no hard separations between arts and sciences, between curricular and *extra-curricular* activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning; (p.5)
15. multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a *multidisciplinary world* in order to ensure the unity and integrity of all knowledge; (p.5)

A FEW TARGET YEARS

2021: National Curriculum Framework for Teacher Education (NCFTE) (Art. 5.28)

2022: National Professional Standards for Teachers (NPST) (Art 5.20)

2025: At least 50% of learners through the school and higher education will have exposure to vocational education (Art. 16.5)

- 2030:** 1. Universal Quality Early Childhood Development, Care, and Education (Art. 1.1)
2. All HEIs to become Multidisciplinary (Art 10.7)

A Few Strategies May Need Consideration in Modification, If Any.

Spiritual Development in Higher Education

Higher Education Research Institute at the University of California at Los Angeles had a project on spiritual development in higher education. A report published by the institute found that efforts were being made in many colleges and universities to make the faculty and staff acquire skills for promoting spiritual development in students (HERI 2007, p. 1). The first national longitudinal study of undergraduate's spiritual growth among US students reported:

1. Spiritual growth despite declining religious engagement.
2. Development of diverse cultures and skills to face complex life problems through strategies such as study abroad, interdisciplinary coursework, service learning and other forms of civic engagement.
3. Increase in the level of spirituality through programmes such as self-reflection and practice of meditation.
4. Programs dealing with "inner selves" facilitating academic pursuits and leadership skills and intellectual self-confidence. (Astin, Astin, & Lindholm, 2010, p. 2).

Spiritual development of school students covered under school inspection in UK. Ofsted, UK (2018, p.40) stated that

"The spiritual development of pupils is shown by their:

- *ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings, and values
- *sense of enjoyment and fascination in learning about themselves, others, and the world around them
- *use of imagination and creativity in their learning
- *willingness to reflect on their experiences."

NEP 2020 has not specified the reason for which, it has not covered spiritual development of students, although many Indian philosophers like Swami Vivekananda, Sri Aurobindo, Gurudeva Rabindranath Tagore have highlighted India as the spiritual guru of the world and although a few years ago, UNO had recognised yoga, which is a part of spiritual development.

A century ago, lack of unanimity among intellectuals about religious education in government schools had been mentioned in Indian Education Policy 1913 (Superintendent, Govt. Printing, India, 1913). Although spirituality is above religions and treats all religions as part of the Divine plan, it has been thrown also to Indian ocean, perhaps out of fear of unauthenticated controversy between secularism and spirituality.

On April 3, 1900, Swami Vivekananda in his lecture delivered in the United States, pointed out that meditation starts with Dhâranâ - concentrating the mind upon an object (Advaita Ashrama 1985, p. 228). According to Tagore (1917, p. 145), it brings individuals closer to the eternal being. Gandhi (1937) said that:

"By spiritual training I mean education of the heart. A proper and all-round development of the mind, therefore, can take place only when it proceeds *Pari passu* with the education of the physical and spiritual faculties of the child. They constitute an indivisible whole. According to this theory, therefore, it would be a gross fallacy to suppose that they can be developed piecemeal or independently of one another."

According to Swami Sivananda (1962, p. 125), it is a prolonged period of concentration. According to Sri Aurobindo, (1998, p.445), it corrects the restless wandering of the mind and trains it its simple form. Spirituality is the foundation of the Indian mind (Sri Aurobindo 2003, p. 6). "Among the Eastern philosophical tenets, the ideal of education includes moral and spiritual values within the formal curriculum, without whose appreciation no student can approach feelings of great happiness, especially of a spiritual nature." (White & Janowiak 2012, p. 14). Spirituality recognises life in the matter (Mohanty 2012, p. 528).

Soon after independence, before the constitution was passed, the University Education Commission 1948-49 stated that “If we exclude spiritual training in our institutions, we would be untrue to our historical development. (Radhakrishnan 1949, p.203). The Commission also stated that

“The fundamental principles of our constitution call for spiritual training. There is no State religion. All the different forms are given equal place, provided they do not lead to corrupt practices. Each one is at liberty to approach the unseen as it suits his capacity and inclination. If this is the basis of our secular state, to be secular is not to be religiously illiterate. It is to be deeply spiritual and not narrowly religious.” (Radhakrishnan 1949, P.204)

Highlighting the role of meditation, the Commission stated that stated that

“A short period of silent worship or meditation every morning before the class work starts may well become an integral part of college life. For a few moments we may free the mind from the distractions of daily living and attend to the forces which determine the meaning and value of life. We will find the Supreme, the only supreme, which it is possible for its to know when we are taught to look within.” (Radhakrishnan 1949, p. 262)

The Education Commission 1964-66 stated that “We would also like to lay stress on the importance of encouraging students to meet in groups for silent meditation” (Kothari 1966, p. 29). Waters et al. (2014, p. 103), in a study conducted in Australia reported usefulness of meditation for facilitating cognitive functioning and emotional regulation of school students. The National Policy on Education 1986 modified in 1992 had stated that “The future shape of education in India is too complex to envision with precision. Yet, given our tradition, which has almost always put high premium on intellectual and spiritual attainment, we are bound to succeed in achieving our objectives.” (MHRD 1992, p.50).

Spiritual development needs to be included in programmes for initial teacher preparation. (Mohanty 2019). Introduction of silent worship or meditation for a few minutes will not have any objection from any religious community, as in this activity one can concentrate on whatever religious leader, without disturbing the neighbour. In view of these types of efforts in the US and other countries, it might have been appropriate for NEP 2020 to include strategies for spiritual development.

Conclusion

A few ideas mooted in NPE 1986/1992 not implemented and dropped in NEP 2020 are: a) Delinking degrees from jobs; b) Indian Education Service; and c) Networking between institutions of teacher education and university departments of education. The proposal of NPE 1986 to have 6% of GDP for Education has been retained in NEP 2020. As in chapter 5 in school education the policy mentions a few strategies for teacher education, which are repeated in chapter 15 in Higher education section, in case there is provision for modification, the policy document may club Chapter 5 “Teachers” in Part I School Education and Chapter 15 “Teacher Education” in Part II Higher Education and remove repetitive ideas and place them as an Independent chapter, which may be named as “Teacher and Teacher Education” The modified version may avoid unnecessary repetition of many proposed actions and unnecessary criticisms of current scenarios, and remove target year of implementation, as such mentions in 1986 policy led to modified version of 1992 and also possible language errors that makes the intention of the policy document foggy.

References

- Acharya Ramamurti (Chairman) (1990). *Report of the committee for review of national policy on education 1986*. New Delhi: Government of India,
- Advaita Ashrama (1985) *The Complete Works of Swami Vivekananda - Vol.4. (12th ed.)*. Compiler, Calcutta.
- Astin, A. W., Astin, H. S., & Lindholm, J. A. (2010) *Key Findings from the First National Longitudinal Study of Undergraduates' Spiritual Growth*. Higher Education Research Institute, University of California, Los Angeles.

- [http://spirituality.ucla.edu/docs/Brochures/Key%20Findings%20Brochure%20\(March%202010\).pdf](http://spirituality.ucla.edu/docs/Brochures/Key%20Findings%20Brochure%20(March%202010).pdf)
- European Commission/EACEA/Eurydice (2017) *Support Mechanisms for Evidence-based Policy-Making in Education. Eurydice Report*. Publications Office of the European Union, Luxembourg.
<https://eacea.ec.europa.eu/national-policies/eurydice/content/support-mechanisms-evidence-based-policy-making-education>
- Gandhi, M. K. (1927) *An Autobiography or The Story of My Experiments with Truth (Translated from the Original in Gujarati by Mahadev Desai)*. Navajivan Publishing House, Ahmedabad.
<https://www.mkgandhi.org/autobio/autobio.htm>
- Gandhi, M.K. (1937) Intellectual development or dissipation? *Harijan* 8-5-1937. In Publications Division (1999) (Compiled) *The Collected Works of Mahatma Gandhi Vol.71 (February 25, 1937-July 5, 1937)*. Govt. of India, New Delhi. p.122.
<http://gandhiashramsevagram.org/gandhi-literature/mahatma-gandhi-collected-works-volume-71.pdf>
- Kothari, D. S. (Chairman) (1966) Report of the Education Commission 1964-66. Govt. of India, New Delhi.
- Learning and Teaching Scotland (2010) *Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families-National Guidance*. Author, Glasgow.
http://www.educationscotland.gov.uk/Images/PreBirthToThreeBooklet_tcm4-633448.pdf
- Ministry of Education (1968) *National Policy on Education 1968*. Govt. of India, New Delhi
- Ministry of Education (1979) Draft *National Policy on Education 1979*. Govt. of India, New Delhi.
- Ministry of Education (1985) *Challenge of Education - A Policy Perspective*. Govt. of India, New Delhi.
- MHRD (1986) *National Policy on Education 1986*. Govt. of India, New Delhi
- MHRD (1992) *National Policy on Education 1986 (With Modifications Undertaken in 1992)*. Govt. of India, New Delhi.
- MHRD (2016) *Some Inputs for Draft National Education Policy*. Govt. of India, New Delhi
- MHRD (2020) *National Education Policy 2020*. Govt. of India, New Delhi
- Mohanty, S. B. (2006) Does the nation need a new National Policy on Education for high quality higher education? *University News* 44, 38, 1-12, September 18-24.
- Mohanty, S. B. (2009) Should the nation have a new National Policy on Education? *Journal of All India Association for Educational Research* 21, 2, 1-3, December.
- Mohanty, S. B. (2012) Indian culture and learning. In P. Jarvis & M. Watts (Eds.), *The Routledge International Handbook of Learning* pp. (526-533). Routledge, Abingdon
- Mohanty, S. B. (2014) A few issues for formulating a new National Policy on Education. *Journal of All India Association for Educational Research* 26, 1, 1-8, June.
- Mohanty, S. B. (2016) Formulating a new National Policy on Education - A few strategies for improving higher education. *Journal of All India Association for Educational Research* 28, 1, 1-31, June.
- Mohanty, S. B. (2019a) Draft National Education Policy-2019: A review. *University News* 57,29, 29-36, July 22-28,
- Mohanty, S. B. (2019b) Spiritual development and preparation of teachers. In *Oxford Research Encyclopaedia of Education*. Oxford University Press, New York.
<https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-816>
- NCTE (2005) *Report on ECCE Teacher Education Curriculum Framework and Syllabus Outlines*. Author, New Delhi.
http://14.139.60.153/bitstream/123456789/448/1/Report-Report%20on%20ECCE%20Teacher%20Education%20Curriculum%20Framework%20and%20Syllabus%20Outlines_D12618.pdf
- OECD (2018) *OECD Education Policy Outlook 2018 - Putting Student Learning at the Centre*. OECD Publishing, Paris. Publishing, Paris. Retrieved June 20,2018 from

- https://read.oecd-ilibrary.org/education/education-policy-outlook-2018_9789264301528-en#page3
- OECD (2019a) *Trends Shaping Education 2019*. OECD Publishing, Paris.
https://doi.org/10.1787/trends_edu-2019-en
https://www.oecd-ilibrary.org/education/trends-shaping-education-2019_trends_edu-2019-en
- OECD (2019b) *OECD Education Policy Outlook 2019 - Working Together to Help Students Achieve Their Potential*. OECD Publishing, Paris.
<http://www.oecd.org/education/education-policy-outlook-4cf5b585-en.htm>
- Ofsted, UK (2018) *Handbook for Inspecting Schools in England Under Section 5 of the Education Act 2005*. Author, Manchester.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730127/School_inspection_handbook_section_5_270718.pdf
- QS (2020) *World University Rankings-Top University-Education*. Author, London.
<https://www.topuniversities.com/university-rankings/university-subject-rankings/2020/education-training>
- Planning Commission, India (2012) *12 Five Year Plan 2012-17*. Govt. of India, New Delhi.
https://www.mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/XIIFYP_SocialSector.pdf
- Pleschová, G. & Simon, A. (eds.) (2018) *Early Career Academics' Reflections on Learning to Teach in Central Europe*. SEDA, London.
https://www.seda.ac.uk/resources/files/Early_career_academics_reflections_on_learning_to_teach_entire_book.pdf
- Radhakrishnan, S. (Chairman) (1949) *Report of the University Education Commission 1948-49*. Govt. of India, New Delhi.
- Raudonyte, I. (2019) Use of learning assessment data in education policy-making (Working Papers). Paris: IIEP-UNESCO.
<https://unesdoc.unesco.org/ark:/48223/pf0000367608/PDF/367608eng.pdf.multi>
- Reddy, N. J. (Chairman) (1992). *Report of the CABE committee on policy*. New Delhi: Government of India. <https://indianculture.gov.in/report-cabe-committee-policy>
- Scottish Government (2008) *The Early Years Framework*. Author, Edinburgh.
<http://www.gov.scot/resource/doc/257007/0076309.pdf>)
- Sri Aurobindo (1920) A preface on national education 1. *Arya*, 15 November & 15 December, 268-274. p. 272. (Also, in Sri Aurobindo (2003a) *Early Cultural Writings (The Complete Works of Sri Aurobindo Vol.1)*. Sri Aurobindo Ashram, Pondicherry. p. 420.)
<https://www.sriurobindoashram.org/sriurobindo/writings.php>
- Sri Aurobindo (1972) *The Hour of God*. Sri Aurobindo Ashram, Pondicherry.
- Sri Aurobindo (1998) *Essays in Philosophy and Yoga (The complete works of Sri Aurobindo Vol.13)*. Sri Aurobindo Ashram Publication Department, Pondicherry.
- Sri Aurobindo (2003) *The Renaissance in India (The Complete Works of Sri Aurobindo Vol.20)*. Sri Aurobindo Ashram Publication Department, Pondicherry.
- Stanford University (2020a) STEP Elementary. Author, Stanford, CA.**
<https://ed.stanford.edu/step/academics/elementary>
- Stanford University (2020b) STEP Secondary. Author, Stanford, CA. Accessed on August 23, 2020 from** <https://ed.stanford.edu/step/academics/secondary>
- Subramnaian, T.S.R. (Chairman) (2016) *Report of the Committee for Evolution of the New Education Policy*. MHRD, Govt. of India, New Delhi.
<http://www.nuepa.org/New/download/NEP2016/ReportNEP.pdf>
- Superintendent, Govt. Printing, India (1913) *Indian Educational Policy 1913*. Author, Calcutta. Swami Sivananda (1962) *The Voice of Himalayas*. The Yoga Vedanta Forest Academy, Sivananda Nagar.
- Tagore, R. (1917). *Personality (1st edn.)*. Macmillan, London.
- The Mother (1951) Education. *Bulletin of Physical Education* 3, 1, 11-17, February. p.11. In The Mother (2002) *On Education (Collected Works of The Mother Vol. 12) 2nd Edition*. Sri Aurobindo Ashram, Puducherry. p.9.
- UCL (University College London) (2020) PGCE Mathematics. Author, London. Accessed**

August 23, 2020 from <https://www.ucl.ac.uk/prospective-students/graduate/teacher-training-programmes/mathematics-pgce>

Waters, L., Barsky, A., Ridd, A., & Allen, K. (2014) Contemplative education: A systematic, evidence-based review of the effect of meditation interventions in schools. *Educational Psychology Review*, 27, 103-134.

White, S. R. & Janowiak, J. (2012) Visionaries from the east as guiding principles for western education. *Creative Education* 13,1, 10-15.

Wikipedia (August 23, 2020) *The Postgraduate Diploma in Education (PGDE)*. Accessed from https://en.wikipedia.org/wiki/Postgraduate_Diploma_in_Education

World Bank (2013) *What Matters Most for Teacher Policies: A Framework Paper- SABER Working Paper Series 4*). Author, Washington, DC.

<http://documents.worldbank.org/curated/en/503591468331856077/pdf/901820NWP0no4000Box385307B00PUBLIC0.pdf>

Yash Pal (2009) *Renovating and Rejuvenating Higher Education*. Govt. of India, New Delhi.