



#REJECTNEP2020

# New Education Policy 2020

**For Whom? and Forgets Whom?**


STUDENTS' FEDERATION OF INDIA  
CENTRAL EXECUTIVE COMMITTEE



The central cabinet passes **New Education Policy 2020** (NEP) without the draft being discussed in the parliament or wider consultation with state governments and different stakeholders of education. It was passed during the pandemic, turning it to a golden opportunity, in a way similar to smuggling in a democratic society.

- The policy has not produced any concrete data which explains the current situation of education in different states, access, infrastructure, different ratios etc. It has attached no annexures which include concrete data of different sort.
- Not a single sentence was uttered when explaining the basic principles of education policy that the education system and syllabus should be secular. There is no mention to put a halt to the dangerous communalisation project taking place in Indian academia. Vacuous words and usages have been borrowed from the Hindu religious texts and culture to explain the character of the educational system in the country. There are no references about various other culture, beliefs and knowledge tradition which are an integral part of Indian society and history.
- Every time, Indian ethos, Indian art and culture in the document refer only to a very limited idea of India leaving out its rich, syncretic heritage. In eulogising the vibrant linguistic traditions, it never once mentions the contributions of Urdu. The vague and mystique of 'rootedness and pride in India', as used in the document, can be a tool to introduce unscientific, vague, superficial, even 'fake' pedagogic courses in the name of 'value-based education'.
- The policy that all words and stories related to Hinduism and mythology should be part of the content of the curriculum does not say a word about the constitutional values of secularism, federalism, socialism, freedom of religion and fraternity.

The words  
***secularism*** and ***federalism***  
are conspicuously absent in NEP



# NEP intensifies Communalisation Privatisation Centralisation of education

- It also maintains a guilty silence on the need to uphold the values of federalism, which are vital to the country's democratic survival.
- The new education policy is a heap of contradictions. Numerous contradictory statements could be seen in various parts of this report.
- The policy states that one of the basic principle of education policy is respect for the diversity and local contexts of the country keeping in mind that education is on the concurrent list. But every subsequent proposal is aimed at usurping all the rights of the states. There is a huge centralisation which will end up to forming a single policy to be implemented across the nation without the states getting adequate power and fund to design the policies according to their own specific needs, challenges and possibilities.
- It is very evident that the report is prepared without the participation or consultation with the states. The unique and concrete circumstances of each state are completely ignored.
- It is a policy that says education will be Indianized and that India's knowledge history and tradition will be globalised. However, the same policy is too excited about opening the country's education sector before foreign universities to establish their campuses.
- In the field of education, the involvement of local government systems is very significant, especially in school education. However, this policy completely denies the role of local government.
- This policy will create the conditions for schools to be started anywhere in the country enabling Sangh Parivar to inculcate their ideas in the children at an early age. As per the NEP, starting a new school in an area does not require the permission of the state government or the support of the local government.
- There will be a huge centralisation in preparing text book. The role of states and local specific contents will be minimal. This will help Sangh Parivar to intervene in text books and ensure their version of history, philosophy and the values they uphold, the

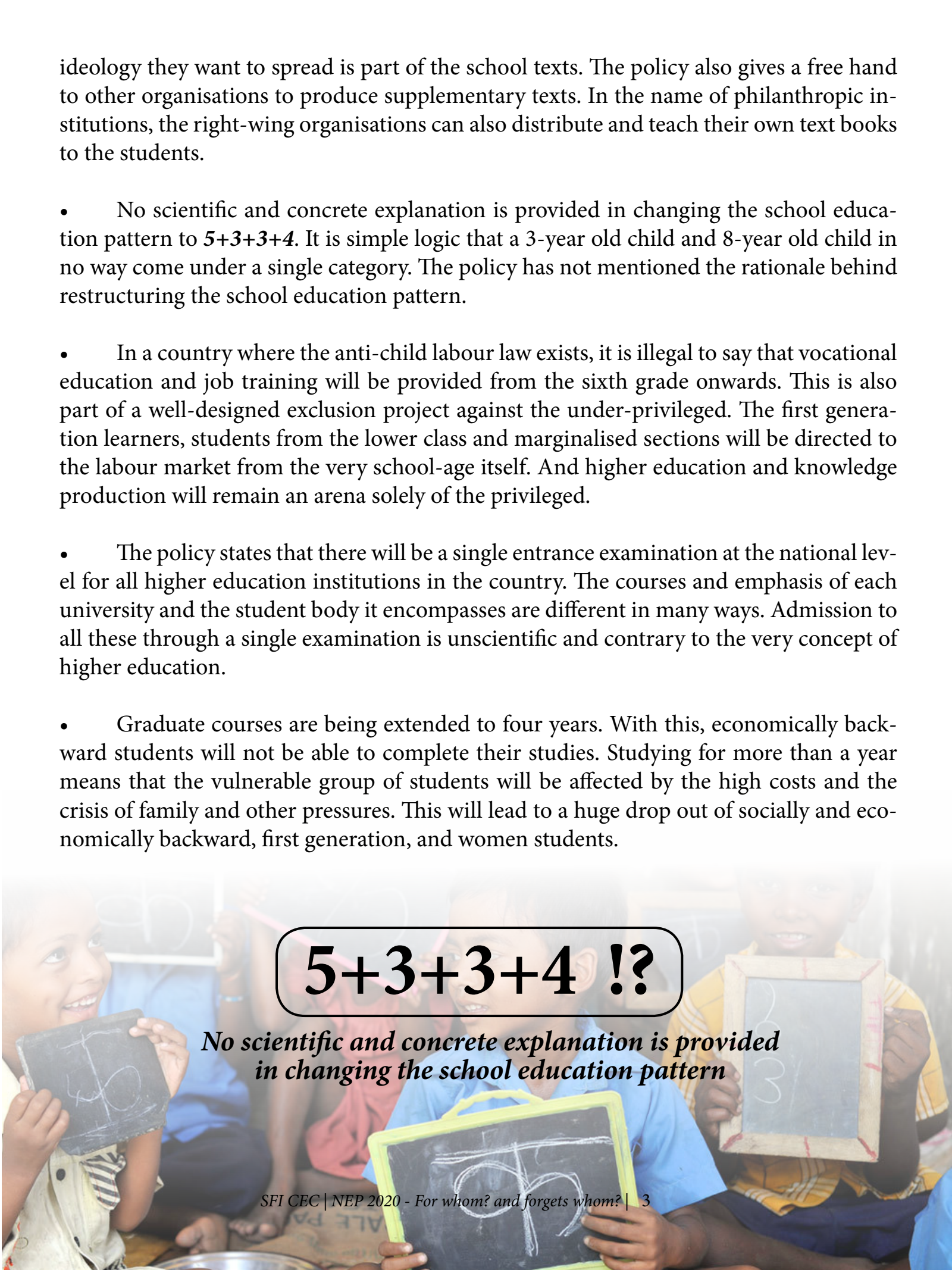
ideology they want to spread is part of the school texts. The policy also gives a free hand to other organisations to produce supplementary texts. In the name of philanthropic institutions, the right-wing organisations can also distribute and teach their own text books to the students.

- No scientific and concrete explanation is provided in changing the school education pattern to **5+3+3+4**. It is simple logic that a 3-year old child and 8-year old child in no way come under a single category. The policy has not mentioned the rationale behind restructuring the school education pattern.

- In a country where the anti-child labour law exists, it is illegal to say that vocational education and job training will be provided from the sixth grade onwards. This is also part of a well-designed exclusion project against the under-privileged. The first generation learners, students from the lower class and marginalised sections will be directed to the labour market from the very school-age itself. And higher education and knowledge production will remain an arena solely of the privileged.

- The policy states that there will be a single entrance examination at the national level for all higher education institutions in the country. The courses and emphasis of each university and the student body it encompasses are different in many ways. Admission to all these through a single examination is unscientific and contrary to the very concept of higher education.

- Graduate courses are being extended to four years. With this, economically backward students will not be able to complete their studies. Studying for more than a year means that the vulnerable group of students will be affected by the high costs and the crisis of family and other pressures. This will lead to a huge drop out of socially and economically backward, first generation, and women students.



**5+3+3+4 !?**

***No scientific and concrete explanation is provided  
in changing the school education pattern***



## EXIT OPTIONS mentioned in NEP are Exclusionary

- The policy also introduces exit points for the students who are not able to complete four years course. They will be given a certificate based on the years they have studied. Implying that the weaker section students should be satisfied with 'half a degree', 'a quarter degree' or a diploma certificate while the qualification for further education will belong to the elite category.
- There is no mention of campus democracy. More than 95% of campuses in India doesn't have democratically elected bodies of students. There are many situations where students are treated like slaves. Private institutions often become centres of student bullying. Students do not have the opportunity to interact democratically, participate in opinion formation and solve the problems they face. This policy has failed miserably to ensure the democratic rights of students. It has been a long standing demand from the student organisations that to pass legislation in the parliament to ensure democratic rights of the students and to set up democratically elected students unions in all campuses.
- The rhetoric about foreign universities is meaningless and precarious. It will only benefit the commercialisation of education. As education should be basic right of the citizens, universities should not converted into commercial outlets.
- Affiliated colleges will be completely abolished. All institutions will have a choice to become autonomous. This autonomous status will lead to fee hike, curtailing of democratic rights, higher authoritarianism and further intensify commercialisation of education.
- Board of governors will be taking decisions on all issues in every higher education institution. This board will be constituted by government representatives, corporates, 'public intellectuals', and nominated members. This will be a combination of agents of Hindutva ideology and capitalist interest. The bodies will not consists of academic experts, democratically elected representatives and actual stakeholders of education.
- The proposed National Research Foundation (NRF) will destroy the independent character and democratic atmosphere in the field of research. NRF will intervene in all matters related to the research which are happening under any higher education institution in the country. This centralisation in research will only ensure the researches which are not in line with the ruling class ideology will not taking place anywhere in the country. This is in short, 'murder of research in India'.



# NEP systematically undermines the question of Social Justice

No policy of **RESERVATION**  
in majority of the  
private institutions

- There was a huge seat cut in MPhil and PhD courses in the country after the Modi government came to power. Thousands of seats have been reduced over the years. The policy speaks nothing about restoring those seats. Instead, it proposes to abolish the MPhil course altogether.
- There is no mention about reservation in the policy. Authentic reports have shown that the constitutionally guaranteed reservation seats are not filled in the higher education institutions, including those of central universities and IITs. There is no policy of reservation in majority of the private institutions as well. This leads to a systematic exclusion of the socially oppressed groups from the arena of higher education. Still, the policy has completely ignored to address such a crucial assault on social justice.
- No policy input is proposed to address the increasing issues of gender violence and sexual harassment in the campuses. Gender Sensitisation Committee Against Sexual Harassment (GSCASH) in universities was scrapped by the Modi government. The NEP has not brought such an important democratic body back to the educational institutions.
- A single regulator will be established in higher education by doing away different institutions such as UGC and AICTE. Each of these institutions was established with specific tasks and special characters. Scraping such institutions will adversely affect meeting different causes in higher education, and also this will destroy the decentralised characteristic of higher education.
- The formalisation of online education will be another design of exclusion. According to NSSO 2017-18 data, only around 8% of students have both computers and home-based internet access in India. The number is even lesser in rural areas. In the country,

# NEP

**ignores** the long standing demands of ensuring  
**Campus Democracy, GS-CASH, and**  
disabled friendly mechanism  
across the campuses

there are areas where electricity and internet facility are not available. Amidst growing unemployment and income inequality, it is impossible to believe all sections will have equal access to the education in the digital platform. The digital divide will push the poor, tribal, Dalit, women, Pwd students to the margins of education.

- The policy has also neglected various demands raised to make campuses and education system disabled friendly.
- Though the policy aims to increase the Gross Enrolment Ratio in higher education as 50% by 2035, it has not proposed any concrete plan on how to achieve it. There is no proposal to increase the number of public-funded central universities and state universities and colleges. 67% of the enrolment in higher education institutions in India is already in private institutions. With the document approaches both public and private institutions with the same yardstick, these will be further privatisation in the higher education sector.
- The New Education Policy 2020 has miserably failed to identify the existing challenges in the Indian education sector, or study it scientifically with proper research and data and propose a policy which will ensure equity, access, and quality. Instead, the ill-prepared policy has paved the way for further intensified Centralisation, Commercialisation and Communalisation of education.

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