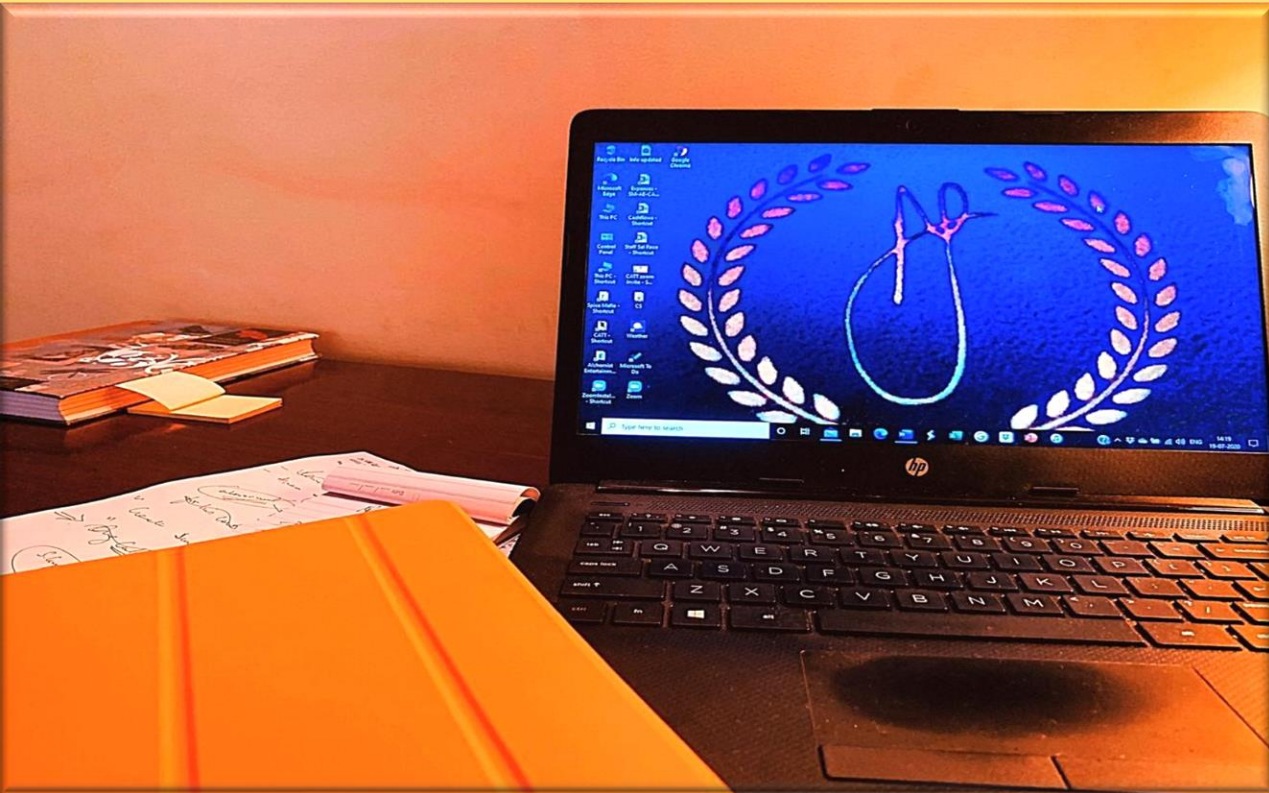


Decoding New Education Policy NEP 2020



Ritu Wason

Caerus3 Advisors

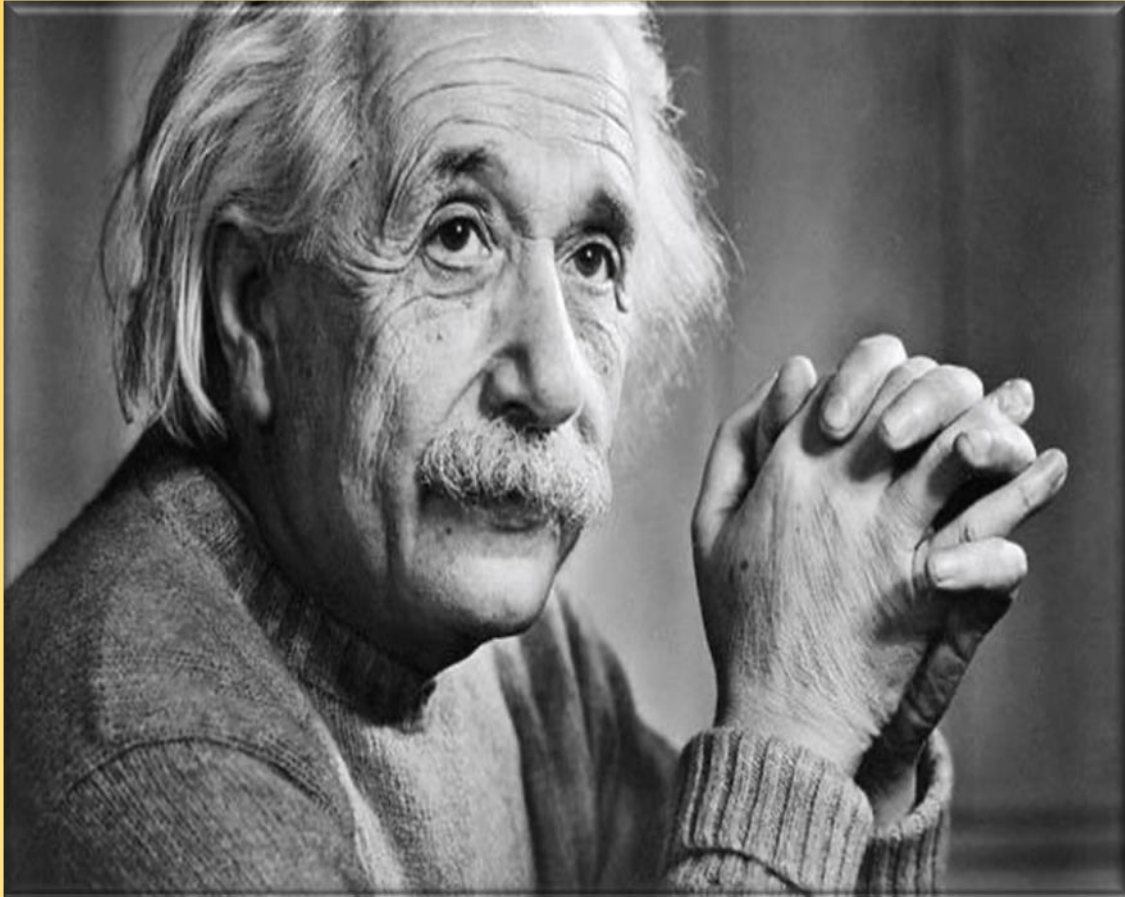
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WEBINAR AGENDA
Saturday, 8th August 2020

Decoding the National Education Policy 2020

Time	Session	Speaker
17:00-17:03	Welcome Note	Prashant Gupta
17:03-17:30	Decoding NEP	Ritu Wason
17:30-17:45	Panel Discussion	Swet Anubha/Ritu Wason
17:45-17:55	Q&A Session with Ritu	Saud Khan
17:55-18:00	Thank You Note	Dhiraj Swarup

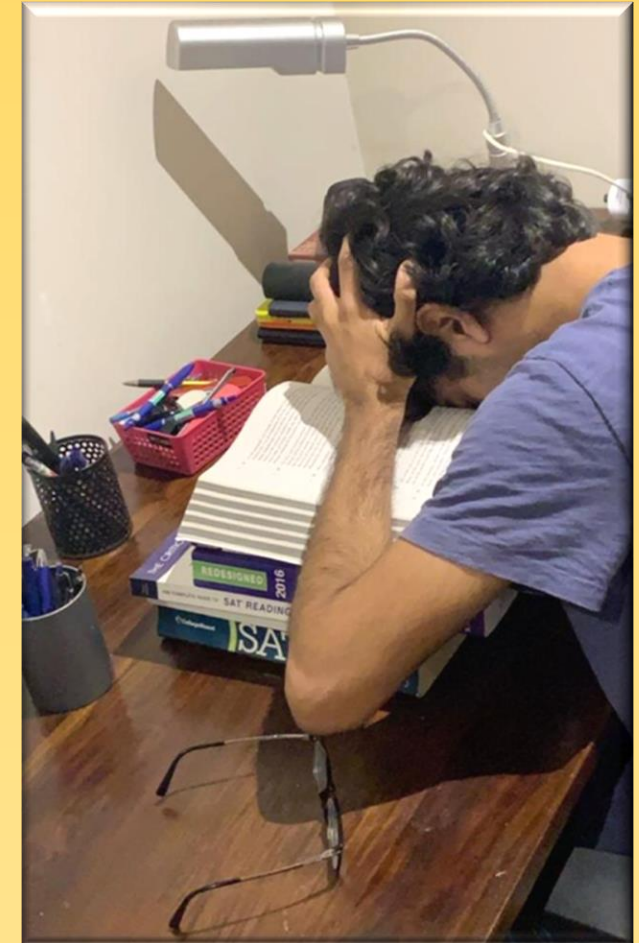


*Education is what
remains after one has
forgotten what one has
learned in school.*

- Albert Einstein

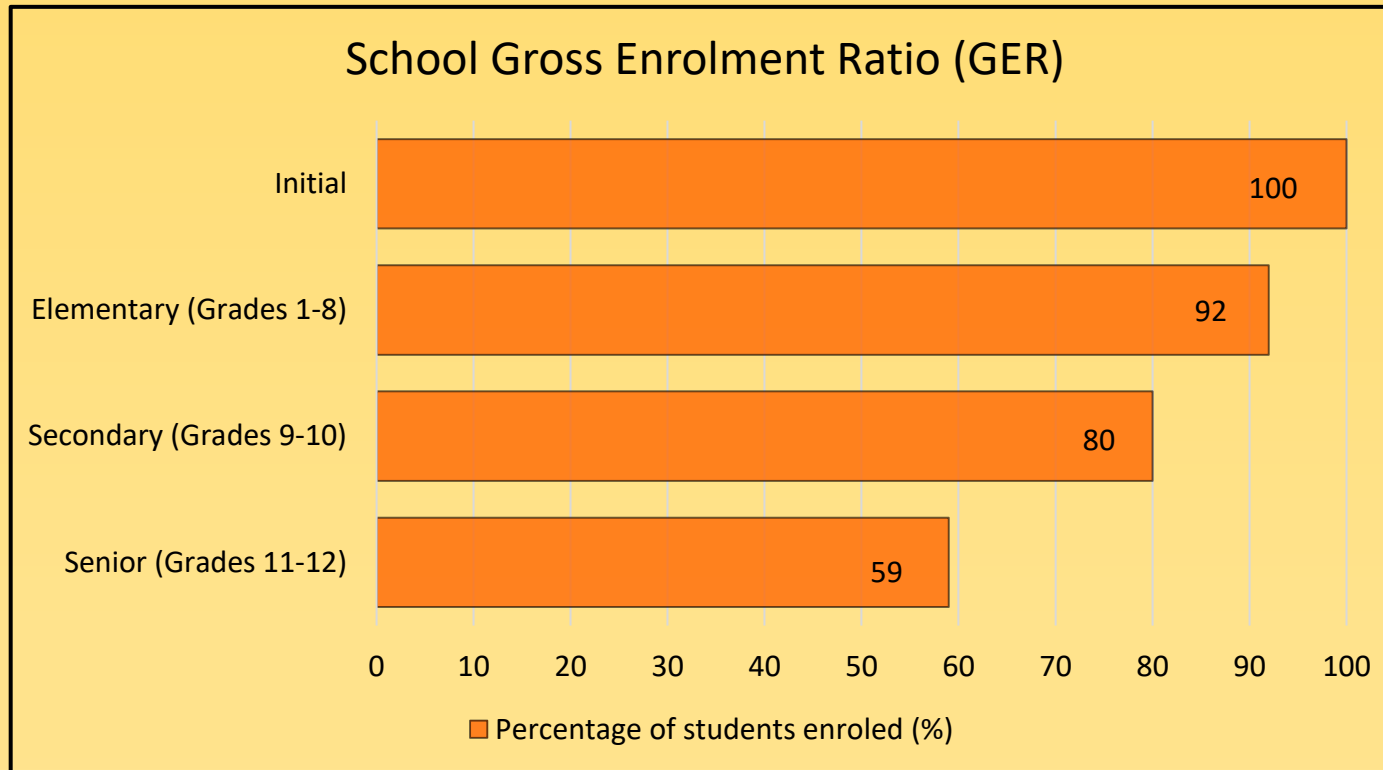
Why NEP?

- ❑ **1** student commits suicide in India *every hour*
 - ❑ Around **28** student lives lost *every day*
 - ❑ Corresponding to around **10,200 lives a year**
- ❑ About **12%** of Indian students between the age of **4-16** suffer from psychiatric disorders
- ❑ Approximately **70%** of teachers are burned out
- ❑ Alarming rise in the unemployment rate
- ❑ In **2018**, nearly **753,000** Indian students studied abroad



Why NEP?

□ In **2018-2019**, the **dropout rate** from schools was approximately **41%**



Influence



- ❑ **1,500+ Universities**
- ❑ **45,000+ Degree Colleges**
- ❑ **1,500,000+ Schools**
- ❑ **10,900,000+ Teachers**
- ❑ **330,000,000+ Students** *(more than USA's population)*

NEP: Making India a Global Knowledge Superpower

- ❑ To provide an education system, that enables the creation of an equitable and diversely vibrant knowledge society by proving high-quality education to all
- ❑ To instill a deep sense of respect towards the country's constitution and the fundamental rights and duties provided within its framework
- ❑ To make one aware of their roles and responsibilities in a dynamic and rapidly changing technological world
- ❑ To instill values, skills and a character that backs accountable devotion to human rights, global well-being and sustainable development and living, making an absolute global citizen
- ❑ To empower the present & future generations to be future ready

Key Guiding Principles

Equity and Inclusion

Community participation

Usage of technology for inclusion and better education delivery

Focus on conceptual understanding and practical experience

Holistic development

Recognition of unique capabilities

Creativity, Innovation and Critical Thinking

Universalisation and Quality of education

Acceptance of diversity and local sensitivities

Academic System

Current Academic System

10+2

School - 10 years
(Ages 6-16)

High School - 2 years
(Ages 16-18)

Proposed Academic System

5+3+3+4

Foundational Stage

- 3 Years (Anganwadi/Pre-school) (Ages 3-6)
- 2 Years (Class 1 & 2) (Ages 6-8)

Preparatory Stage

- 3 Years (Class 3 to 5) (Ages 8-11)

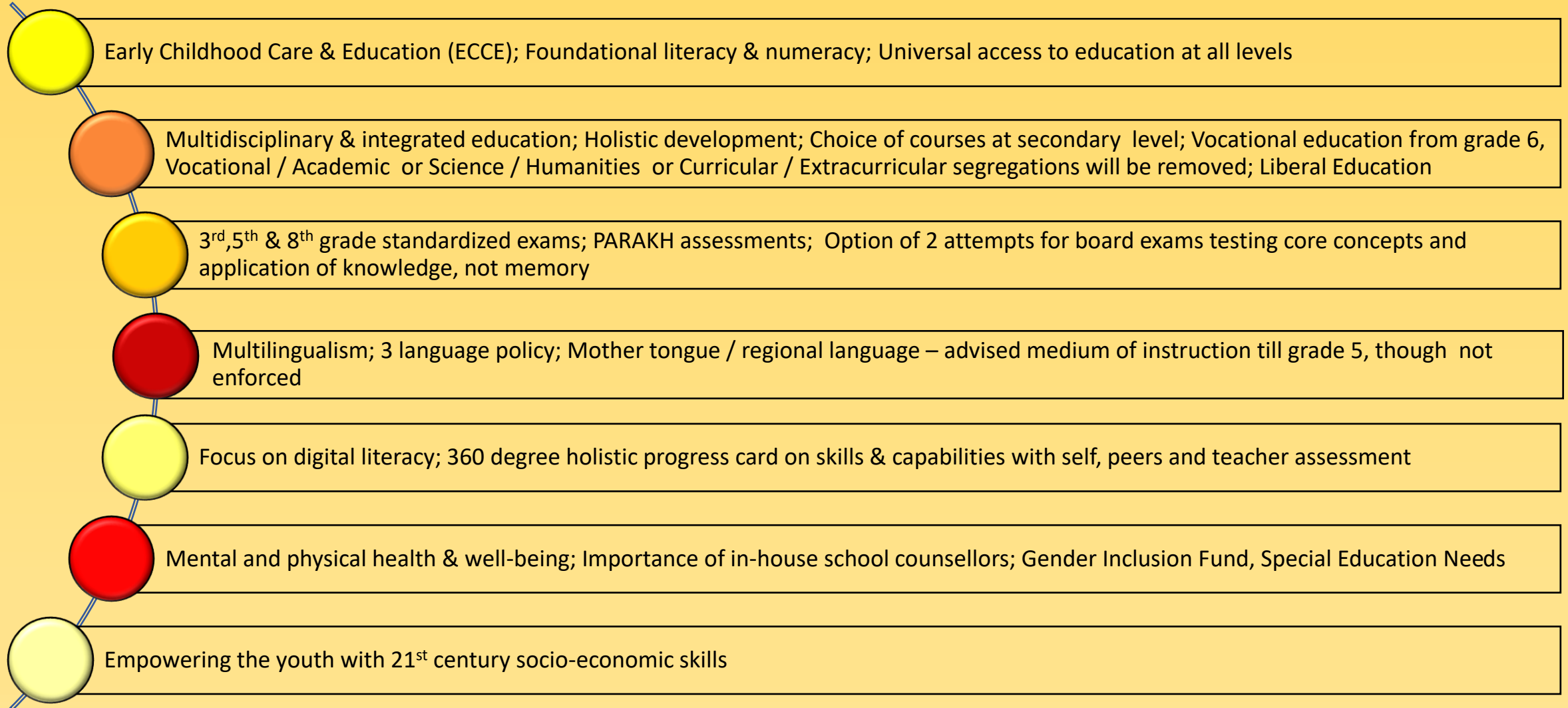
Middle Stage

- 3 Years (Class 6 to 8) (Ages 11-14)

Secondary Stage

- 4 Years (Class 9 to 12) (Ages 14-18)

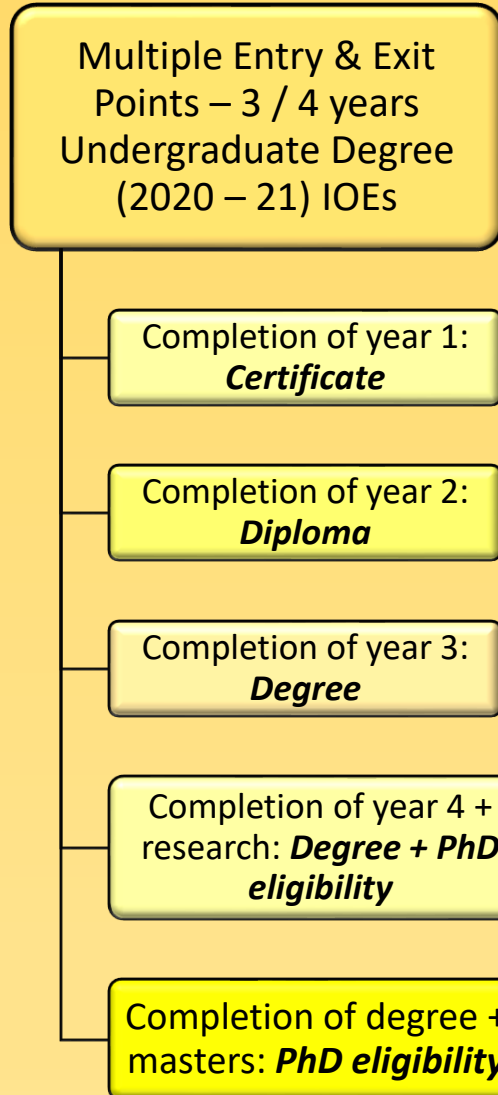
School Education & Curriculum



The 21st Century Skills



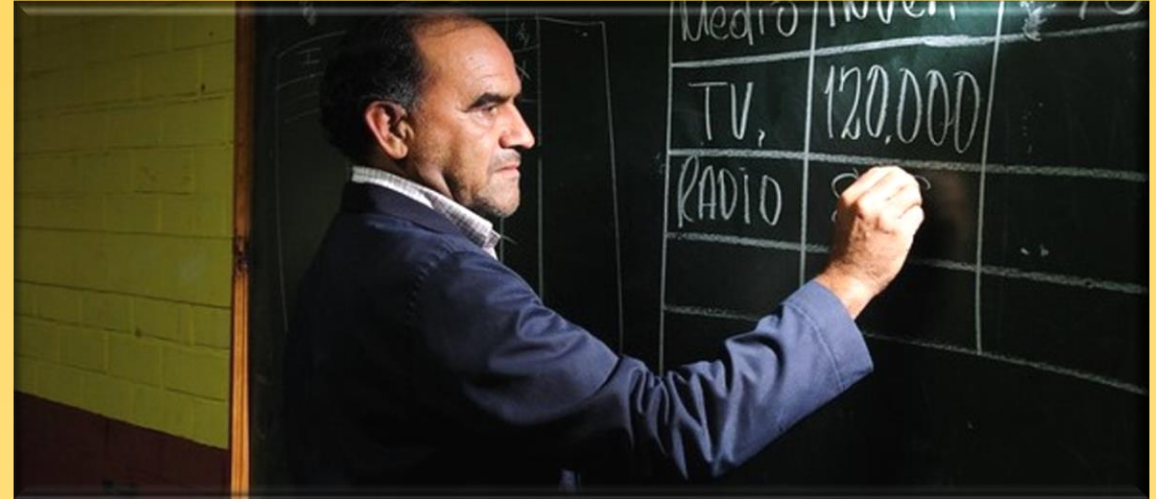
Higher Education System



- ❑ NTA Common Entrance Test for University Admissions – May 2021
- ❑ Multilingual options including Sanskrit
- ❑ Multidisciplinary Integrated programs to be offered in HEIs
- ❑ Possibility of various major-minor combinations
- ❑ Academic Bank of Credit – December 2020
- ❑ Setting up of MERUs, Teaching universities & graded autonomous colleges
- ❑ MPhil degree to be discontinued
- ❑ HECI – Umbrella body for all HEIs excluding medical & legal education
- ❑ Internationalization of Universities
- ❑ UGC, AICTE & NAAC to be merged
- ❑ Affiliation of colleges with universities to be phased out by 2035 – Graded autonomy
- ❑ Fee Cap to be introduced on professional courses
- ❑ Implementation starts with IOEs
- ❑ National Mission on Mentoring
- ❑ National Scholarship Portal
- ❑ Common norms for public & private HEIs

Teacher Education

- ❑ Standardisation of Teacher Education
- ❑ Teacher Recruitment and deployment
- ❑ Mandatory NTA & TET scores
- ❑ Empowering teachers
- ❑ CPD for current teachers – 50 hrs every year
- ❑ Stringent actions against substandard TEIs



4-year integrated B.Ed.

- Minimum degree qualification for teaching
- Includes teaching at local schools by 2030

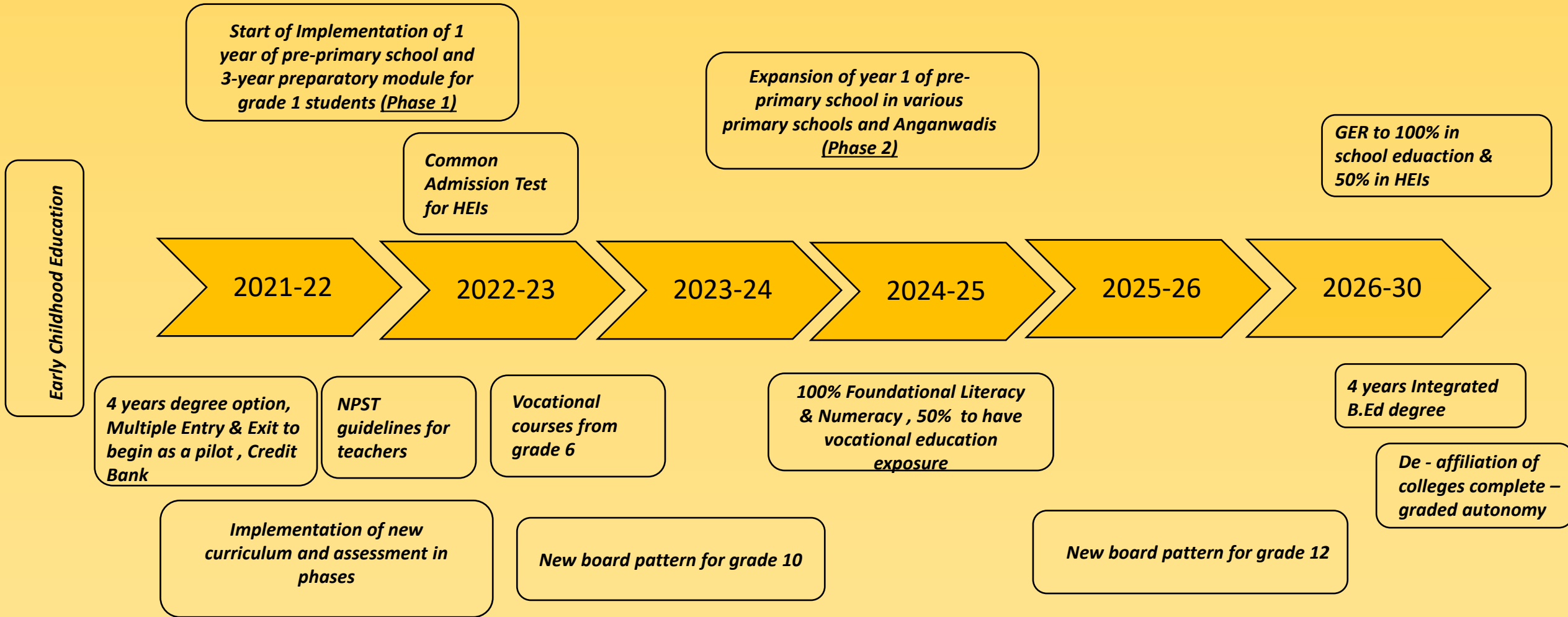
2-year B.Ed.

- For applicants with existing undergraduate degrees in other specialized fields

1-year B.Ed.

- For those with 4-year multidisciplinary undergraduate degrees
- Or a master's degree in a specialty

Estimated Timeline of Implementation



ANTICIPATED IMPACT NEP 2020

Students



- Freedom of choice and Flexible curriculum
- Holistic & Integrated Learning
- Robust Foundation & Quality Education
- Future ready
- Increased well-being & socio-economic status
- Reduced Burden
- Reduced Dependence on coaching centres for board and entrance exams
- Equitable Public-Private HEIs
- Accessible Global Education
- Recognized Online Learning – self-paced
- Research Funding – boost for students

Teachers

- ❑ Focus on Unlearning, Relearning and Continuous Development
- ❑ Unacceptable mediocracy
- ❑ Teacher Mentors and Teacher educators pool for new teachers
- ❑ Multilinguistic teachers in demand
- ❑ Digital technology enabled teaching and delivery
- ❑ Stringent teacher standards – efficiency & healthy competition
- ❑ Paradigm shift for teachers and teaching as a profession
- ❑ Newness elements to teaching and learning process
- ❑ Part of decision making process as a primary stakeholder



Educational Institutions

- ❑ MOUs and collaborations with overseas universities and international governments
- ❑ Higher government school enrolment
- ❑ Lower dropout rates
- ❑ Higher international student enrolment
- ❑ Substandard HEIs and TEIs will not exist
- ❑ Higher place in world university rankings
- ❑ Improved Infrastructure that supports new NEP
- ❑ Roadblocks & Bottlenecks in implementation and sustenance to be identified
- ❑ Commitment & adherence of all stakeholders
- ❑ Aanganwadis and primary schools to build capacity for grades 1 & 2
- ❑ All schools will ramp up to 12th grade
- ❑ Roadblock for Junior college system common in Maharashtra, Andhra Pradesh, Telangana & Karnataka
- ❑ Building of multilingual capacity and vocational education
- ❑ Consolidation and allocation of funds & other resources
- ❑ Centre & State collaboration to build the robust education structure
- ❑ Coaching institutes and tuition classes will see a downfall
- ❑ Digital Library and Virtual labs set up
- ❑ Competitive Government and private schools & universities governed by the same norms & regulations

What remains unanswered ? Time will tell !!



- Is NEP attempting to do too much in a same time frame? Competing priorities may defeat the purpose.
- Transparent implementation Strategy & clear roadmap for phased transformation – How?
- Centre – State Cohesion or conflict?
- How will the outcomes be measured independently, especially the goal of 100% GER in school education?
- Will Public and Private schools & HEIs be truly equitable? Wishful but is it achievable?
- Role of Ministry of Women & Child Development, especially in ECCE framework & Aanganwadis.
- Will there be a different syllabus, teaching methodologies & assessments for slow learners?
- With so many diverse languages and student demographics, feasibility of multilingual teaching and multiple mediums of instruction

PANEL DISCUSSION WITH S. ANUBHA

QUESTIONS ON NEP

1. Will we still have Entrance Exams for Nursery, which are a real pressure on both children and parents ?
2. Will we still have a system of Capitation fees and high tutorial fees in coaching centers
3. Who will provide funding for schools to acquire new resources for teaching and change infrastructure?
4. Will teachers who are proficient in 1-2 languages need to learn new languages in order to meet the 3 language and multilingualism policy?
5. I am a parent of a student studying in secondary school and I want to know if I should consider sending my child abroad in a few years or let him/her study in India?
6. Is the government trying to mirror private school education in government schools? If so, why?
7. Personally, I feel a lot of schools have a major issue in terms of effective communication between teachers and students. Does this policy address this in any way?
8. Are there any student recognitions or awards, introduced by this policy, that incentivize students to work hard holistically?

11. In the western world, generally high-school education is either extremely cheap or free and universities are relatively expensive. How does NEP improve the quality of education in light of the fees charged?
12. Does the policy address the admissions criteria to nursery school where historically parents have paid donations and building fund fees to get 3-year old children, for example, admitted to a school of their choice?
13. Will the format of examinations change – will they be subjective or objective (based on an emphasis on practical applicability) and MCQs)?
14. Why do we need so many boards in India – CBSE, ICSE, IB etc.? Can't we have one board?

A word about



the Author

Ritu Wason, Founder & CEO of eduCROSSROADS Consulting, is an accomplished educator and career counsellor with over 16 years of extensive experience in corporate and education sector. A designer by qualification and a career coach by passion, she is Delhi University and NIFT alumni and green belt certified global career counsellor from University of California, Los Angeles and Univariate, Singapore. Her past corporate experience as HR and hiring consultant across functional domains enables her to guide and mentor high school and college students on course and career choices as well as university applications and admissions.

She feels sense of immense pride and fulfillment when she sees herself making some positive impact on nascent minds and giving them a career roadmap to tread on. She believes in 'Ikigai' - a Japanese word which translates to "reason for being." Her ultimate objective is to help young students find their Ikigai and enjoy success and happiness in their chosen career or vocation streams. She strongly believes that the future of mankind depends on youth of today. The conviction and objective with which these young men and women will enter the workforce tomorrow will depend not only on what is taught to them at school but also how they were guided and mentored for being responsible towards their dreams and passions.

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