

# National Education Policy (NEP) 2020:



LOOKING FROM THE LENS OF  
REIMAGINING EDUCATION.

# THE URGENCY



The new educational policy 2020 was released amid the COVID-19 crisis and is a testimony that **education and educational reforms cannot wait.**



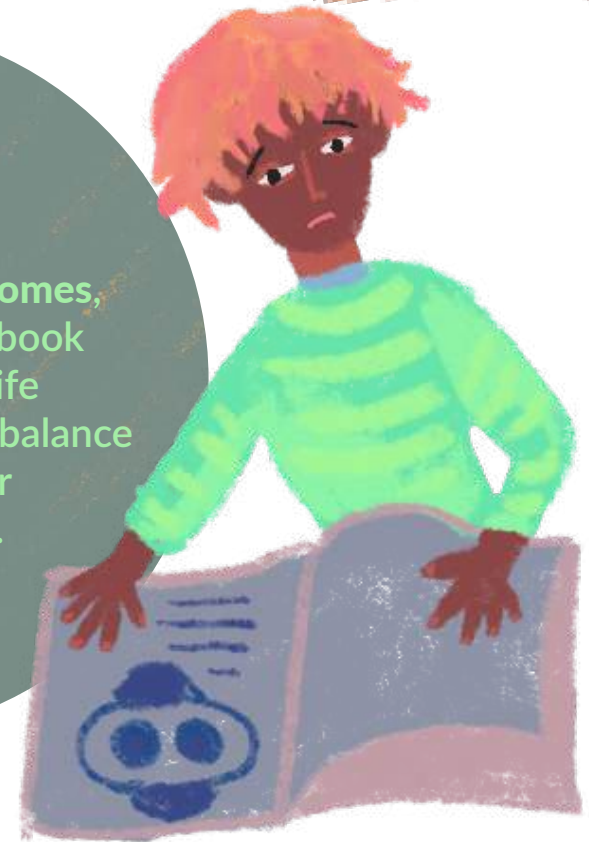
# WHY THE NEED FOR A new education policy?

1. More than three decades have passed since the last education policy was released.

2. There is a paradigm shift in every sector globally, largely spearheaded by massive technological developments.

3. Felt the need to address exacerbating problems of lack of reach, quality, and professionalism.

4. Poor learning outcomes, gaps between textbook teaching and real-life vocations, huge imbalance in rural-urban, poor quality of teaching.



# The Deeper Challenges



The role of the individual in society is changing as we are entering a world of high change, uncertainty, volatility, ambiguity and complexity.



Current education is irrelevant to the needs of present and the future - for work and life.

Widening Inequities



The need of shift from education for jobs to education for thriving individuals, society and planet.



Current realities not taken into consideration: Climate change crisis, increased polarization, changing nature of jobs, amongst others.

# Preparing children to thrive in an unpredictable future

$$2+7=?$$
$$15-9=?$$

“65 percent of kids entering school today will end up in jobs that don’t even exist today. How can we prepare kids for jobs that don’t exist yet?”

*World Economic Forum, 2018*



“Technology is advancing at a rapid pace, we have no idea how our world will be organized in 20 years.”

*McKinsey Global Institute, 2018*

In rural India, nearly three-quarters of third graders cannot solve a two-digit subtraction problem such as 46 minus 17, and by grade five — half still cannot do so.

*The World Bank, 2019*



# The Reality

**54%**

of the youth in India are not job- ready

*India Skills report 2019-20*

**81%**

of the country's workforce is in the informal sector

*National Statistical Commission, 2018-19*

**25%**

enrolment in higher education

*India Survey on Higher Education, 2018-19*

**3.22** crore children are out of school

*NSSO report- 2017-18*

**one out of three**

did not complete his or her schooling

*Annual Status of Education Report (ASER) 2018*



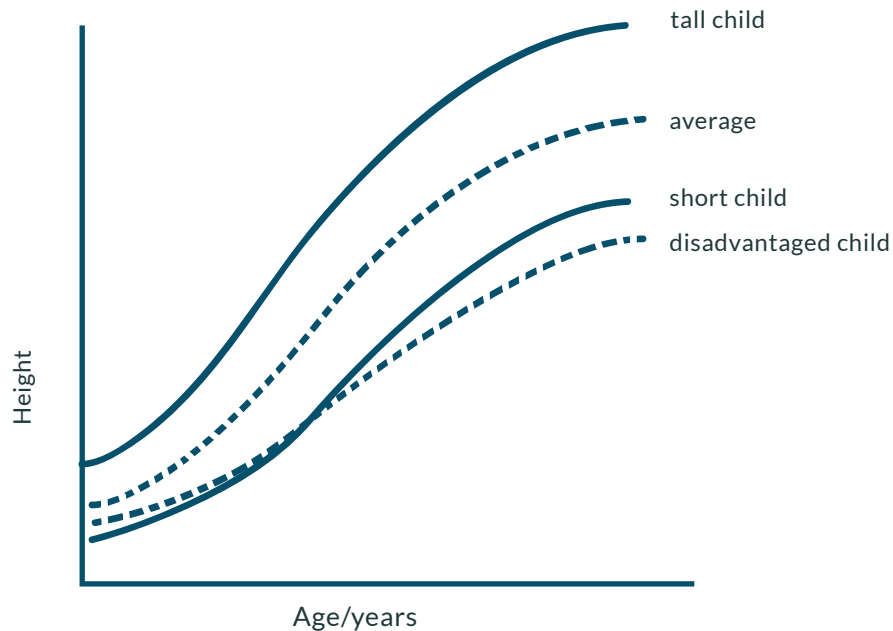
**School dropouts will increase due to the Pandemic**

*(UNESCO, 2020)*

# EDUCATIONAL INEQUALITY: Matter of concern

Adversity affects the child development cycle impacting growth milestones.

- India has one-third of the world's stunted children (*Global Nutrition Report, 2018*)
- Stunting can grow by 10-20 per cent due to the ongoing COVID-19 pandemic (*UNICEF, 2020*)



## FAILURE TO THRIVE

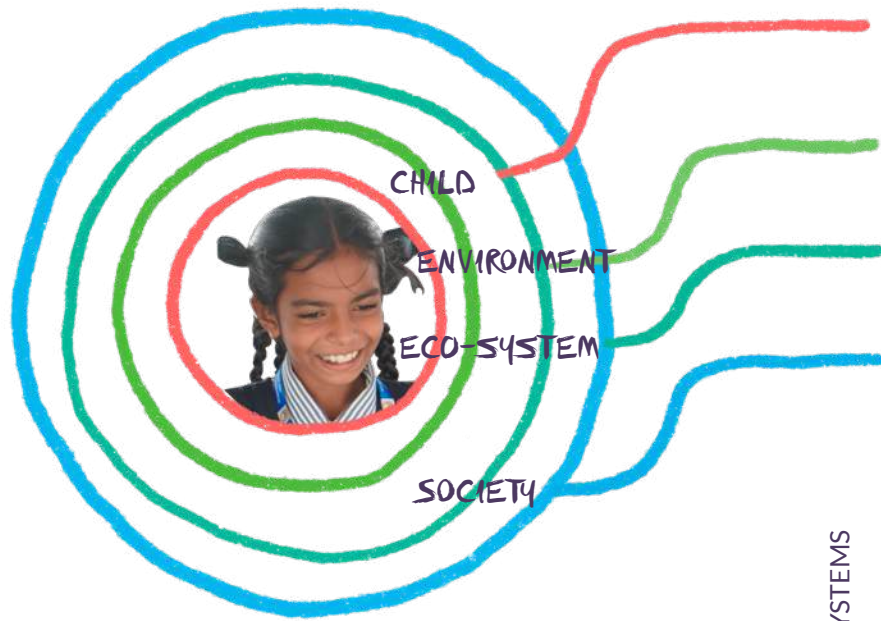
1. Poor cognitive skills (information processing, memory, etc.)
2. Missed sensitive periods of development
3. Poor relationship skills, attachment problems
4. Poor maturity & emotional skills

Failure to Thrive can be observed in their inability to demonstrate age appropriate behaviours such as paying attention, managing conflict, solving problems, handling relationships etc.

### SOURCE:

Center for the Developing Child - Harvard University

1. *Excessive Stress Disrupts the Architecture of the Developing Brain - Working Paper 3*
2. *Persistent Fear and Anxiety Can Affect Young Children's Learning and Development - Working Paper 9*



**The NEP as a vision document that shifts the traditional education for jobs to education for thriving individuals, society and planet.**

FOCUS ON SYSTEMS

At the centre of Dream a Dream's approach is the **child**. We believe that every child has the potential to overcome adversity and develop life skills.

Next, their **closest influencer** - a caring and compassionate adult. It could be a teacher, a parent, a facilitator, a mentor, or a volunteer.

Then, the **ecosystem**. This includes a supportive community of practitioners who are working towards education reform such as the government, policy-makers, administrators, and other such stakeholders.

And eventually, the **society** that the young person will inhabit.

### Society

We create framework changes in society by influencing policy, changing education paradigms, and by reimagining learning and redefining the purpose of education for young people to thrive in the 21st century.

### Eco-System

We invest in building evidence of the impact of our life skills programmes through quality research. The research helps us build a voice around the criticality and urgency to integrate life skills within learning outcomes. We also build a supportive community of practitioners, organisations, governments, and key stakeholders who help integrate life skills into education reform through strategic partnerships.

### Environment

We enable teachers, educators, school leaders, and youth workers to empower young people with life skills through our award-winning creative life skills approach.

### Child

We work directly with 10000 young people each year through our two innovation labs - After School Life Skills Programme and Career Connect Programme. In these innovation labs, new approaches to life skills development are introduced, demonstrated, documented and fed back into the larger framework to reimagine learning for young people in India.

FOCUS ON YOUNG PEOPLE



# NEP 2020:

## At a glance

### KEY HIGHLIGHTS

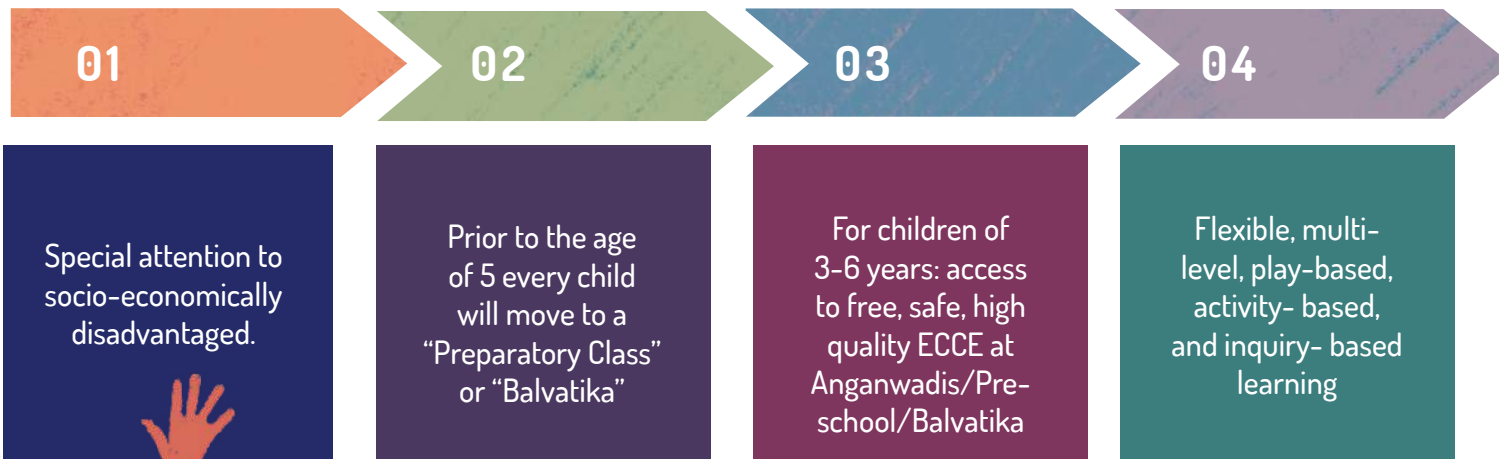
- Universalization of Early Childhood Care Education (ECCE)
- National Mission on Foundational Literacy and Numeracy
- 5+3+3+4 Curricular and Pedagogical Structure
- Curriculum to integrate 21st Century Skills, Mathematical Thinking and Scientific temper
- No Rigid Separation between Arts & Sciences, between Curricular and extra-Curricular activities, between Vocational and Academic streams
- Education of Gifted Children
- Reduction in Curriculum to Core Concepts
- Vocational integration from class 6 onwards
- Medium of Instruction till at least Grade 5, and preferably till Grade 8 and beyond in Regional Language.



### KEY OUTCOME

- 360-degree Holistic Progress Card of Child
- Tracking Student Progress for Achieving Learning Outcomes
- National Professional Standards for Teachers (NPST)
- Universalization from ECCE to Secondary Education by 2030, aligning with SDG4
- Attaining Foundational Learning & Numeracy Skills through National Mission by 2025
- 100% GER in Pre-School to Secondary Level by 2030
- Bring Back 2 Crore Out of School Children
- Teachers to be prepared for assessment reforms by 2023
- Inclusive & Equitable Education System by 2030
- Board Exams to test core concepts and application of knowledge
- Every Child will come out of School adept in at least one Skill
- Common Standards of Learning in Public & Private Schools.

# Strengthening Early Childhood Care and Education





# Ensuring Foundational Literacy and Numeracy Among all Children



1. Expansion of the mid-day meal programme
2. Increased focus on foundational literacy and numeracy in Grades 1-5
3. Student -teacher ratio under 30:1
4. Inclusion of social workers and counsellors to ensure retention and mental health of all children
5. Leveraging parental participation and mobilization of the local community and volunteers.



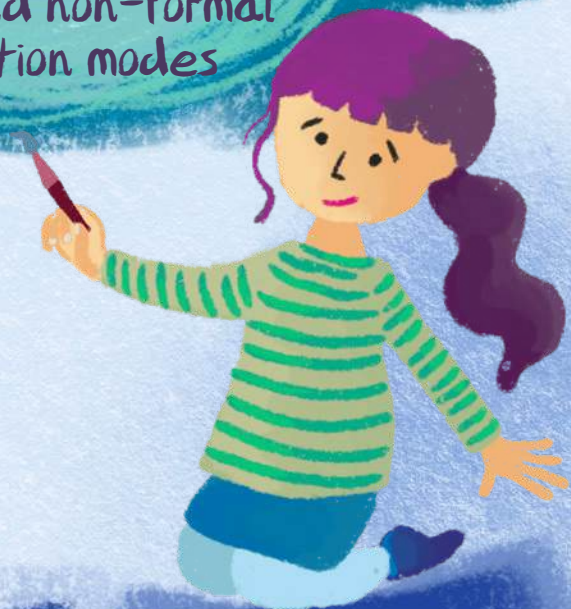
# Ensuring Universal Access to and Retention in Education at all Levels

Focus on getting children back to school

Other models for schools to be piloted, such as public-philanthropic partnerships

Alternative and innovative education centers

Multiple pathways to learning; involving both formal and non-formal education modes





# New Curricular and Pedagogical Structure for School Education





## Teacher Education: New Professional Standards for Teachers

- Minimum qualification to be a 4-year integrated B.Ed. degree
- Teacher recruitment based on TET, NTA test and teaching demonstration
- Preference for local teachers and those fluent in the local language
- Continuous teacher professional development to ensure quality.



# Where Dream a Dream's Work Aligns with NEP

New Education Policy lays particular emphasis on the development of the creative potential of everyone. It is based on the principle that education must develop not only cognitive but also social, ethical, and emotional capacities and dispositions.



# Ambiguity around Life Skills and Well-being



Education systems need to prepare students for the future.



Preparing students with technical or academic skills alone will not be enough to achieve success, connectedness and well-being.



Social and emotional skills, such as perseverance, empathy, mindfulness, resilience are central to this.



Although NEP includes references to SEL and Life skills, there is ambiguity around life skills integration in schools.

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Critical question

**HOW WILL ART/PLAY BASED PEDAGOGIES INTEGRATE INTO CURRICULUM TRANSACTIONS, TO PROMOTE SUBJECT, SOCIAL AND EMOTIONAL LEARNING?**

# On 360 Degree Holistic Assessment :

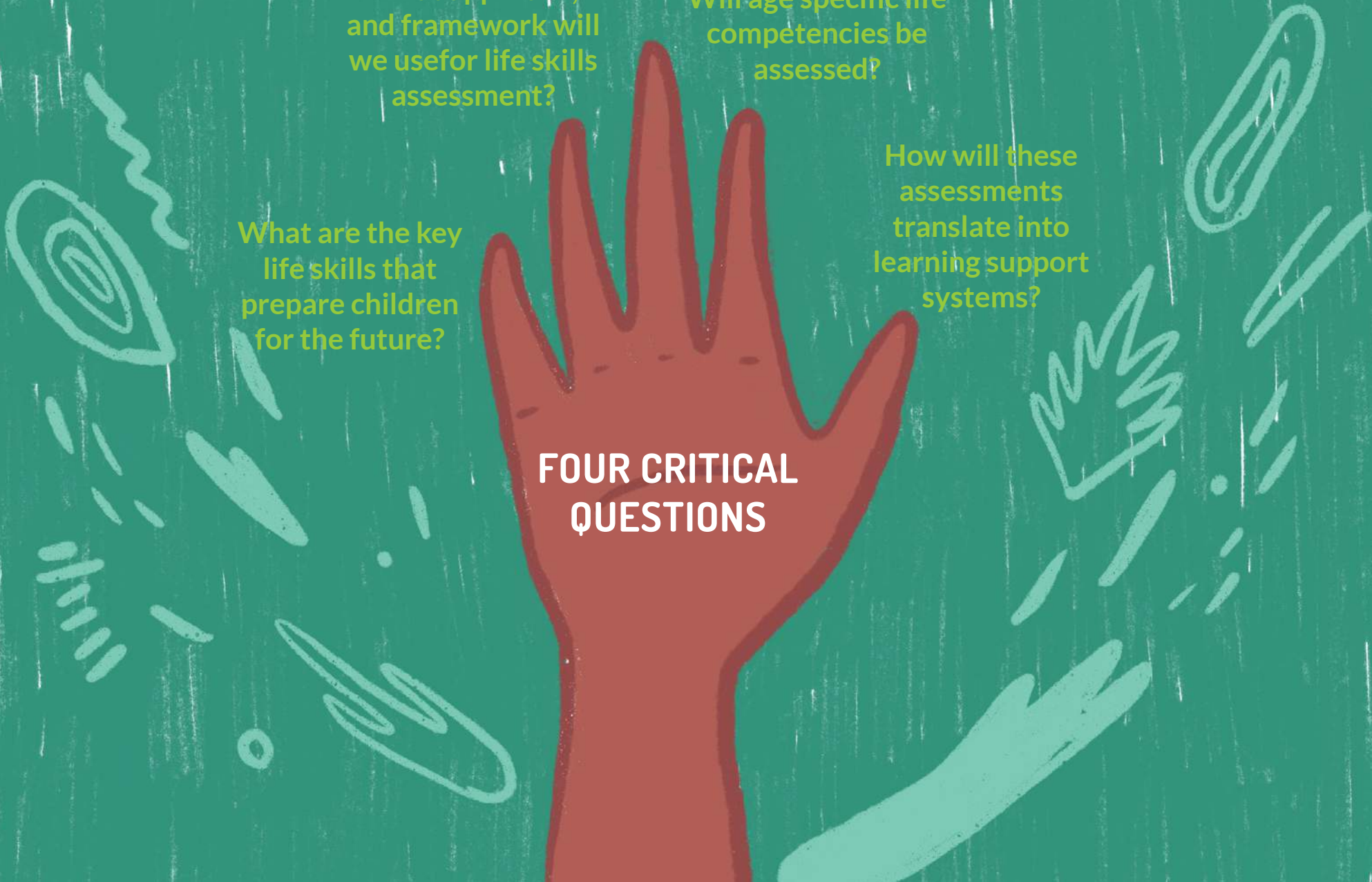
What approach,  
and framework will  
we use for life skills  
assessment?

Will age specific life  
competencies be  
assessed?

What are the key  
life skills that  
prepare children  
for the future?

How will these  
assessments  
translate into  
learning support  
systems?

**FOUR CRITICAL  
QUESTIONS**





# Approach to teacher education:

## PROFESSIONAL VS PERSONAL DEVELOPMENT

### FOCUS OF NEP ON PROFESSIONAL DEVELOPMENT

- Imparting adequate knowledge of the subject-matter
- Equipping the prospective teachers with necessary pedagogic skills
- Enabling teachers to make proper use of instructional facilities
- Improving teachers' classroom assessment practices

### PERSONAL COMPETENCIES FOR EFFECTIVE TEACHING

- Developing self-confidence in the teachers
- Building teacher empathy
- Fostering a Creative Mindset for Teaching
- Teachers' Emotion Regulation and Classroom Management
- Relationship-Building in Diverse Classrooms





# What Dream a Dream continues to do

## WHAT

Pedagogical reform in integrating  
arts and sports based learning

360 Degree holistic assessment

Professional development of  
teachers

## HOW

Guidelines and best practices on  
Art and sports Integrated Learning

Co-creating tools for measuring life  
competencies

Professional development on  
Social Emotional Learning(SEL) for  
educators

## WHY

Our experience in arts and sports  
integrated life skills approach  
tested in the field for over 10 years

Empirically validated Life skills  
Assessment Scale which is globally  
used

Sustainable, effective and scalable  
model of teacher development  
program focusing on SEL among  
children



## Voices from Teachers:

\_\_\_\_\_ Children being at the centre of everything we do, it is great to see the reforms that the NEP is bringing in has this much emphasis on everything being child-centric. The focus on activity-based learning, 21st century skills, emotional well-being is very encouraging to see. This will ensure that all children will be able to succeed

- Durgalakshmi, Bright Way School

\_\_\_\_\_ Access to these teacher trainings (for teachers in the system) may also be difficult in rural areas. Often, the quality of trainings in rural areas is not as good as urban areas, we will have to wait and see how effective the NEP will be in training all teachers across the country.

- Umashankar HS, BRC- Honnali

\_\_\_\_\_ The NEP outlines a multi-disciplinary approach which will provide flexibility to students to focus on their interest areas. There is emphasis on picking electives (majors and minors), this will help students pick and choose areas that they are interested in and can develop them to be better prepared for higher education and employment.

- Annapurna, JHV Memoria

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## Voices from Young People:

\_\_\_\_\_“I liked the decision to teach in regional language upto 5th grade. This helps children learn better and faster as the they learn in their regional language. It will prevent delay in learning and ensure learning is an enjoyable experience in school.”

- Rashmi KS 21 years old Career Connect graduate for 7 years

\_\_\_\_\_“The multiple exit and entry points suggested at college level is helpful to students. It will bring down the stress in students and reduce suicides committed due to failure in exams. There is no forced to complete all 3 years of degree. We can exit at any point and still hold a diploma and degree and get jobs too.”

- David Johnson Career Connect Graduate for 8 years

\_\_\_\_\_ There is no barrier in choosing the different streams for example it can choose history, chemistry, physics and accounts. I am a person who was very bad at math and never understood topics like trigonometry etc and wanting to study biology, physic and sociology and NEP gives this flexibility.

- Manohar Career Connect graduate for 8 years

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