

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

Widening Inequities

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

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

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

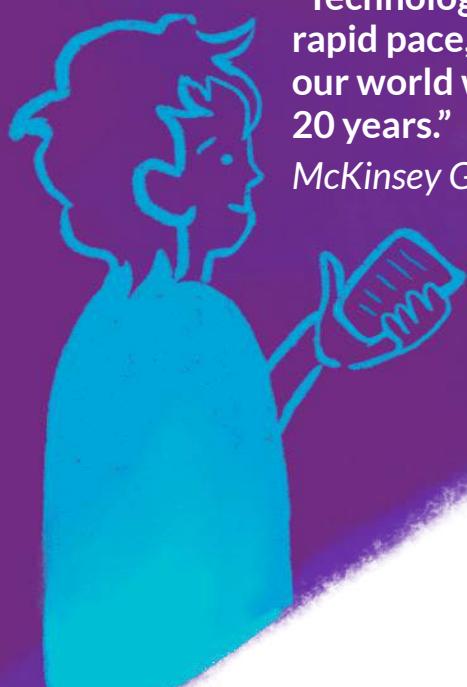
Current realities not taken into consideration: Climate change crisis, increased polarization, changing nature of jobs, amongst others.

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



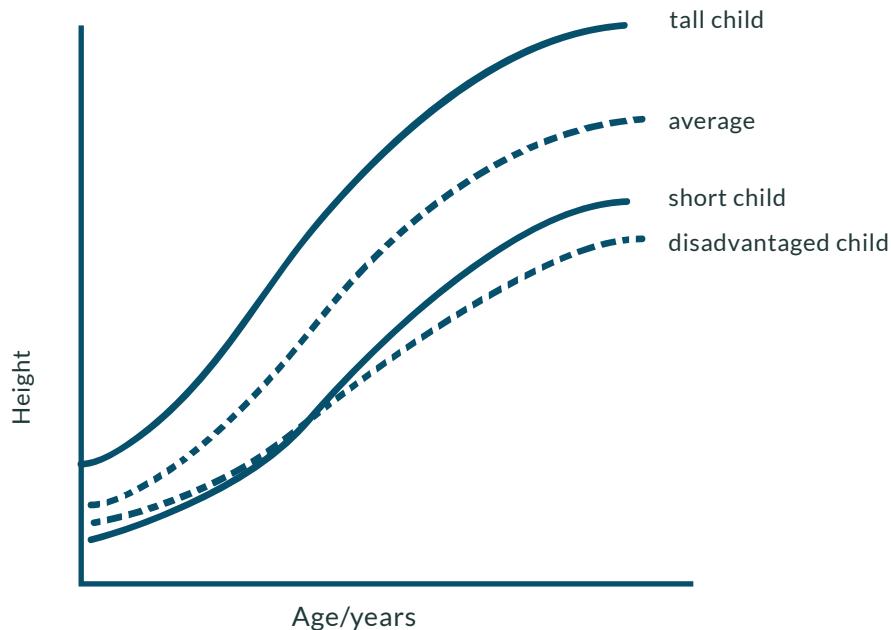
School dropouts will increase due to the Pandemic

(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

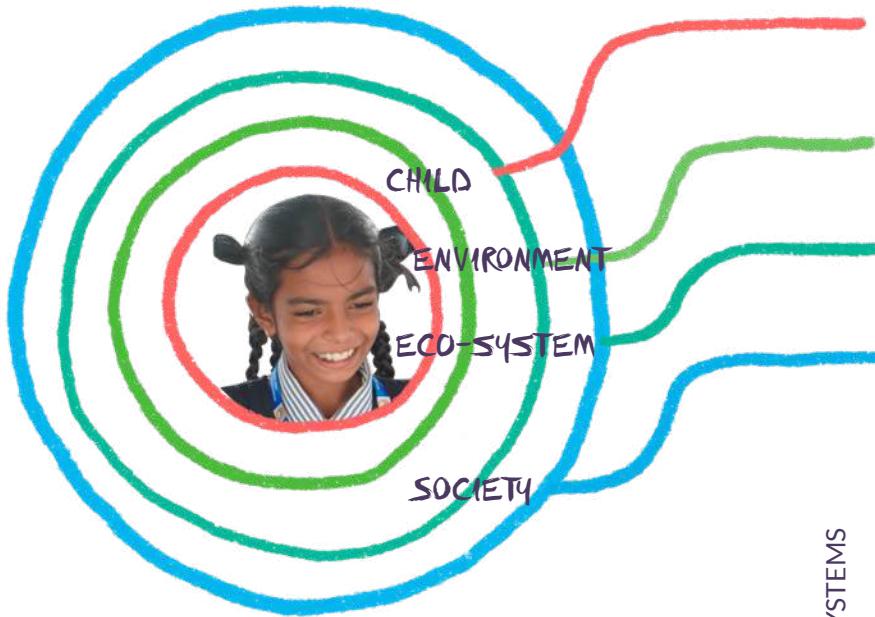
1. Poor cognitive skills (information processing, memory, etc.)
2. Missed sensitive periods of development
3. Poor relationship skills, attachment problems
4. Poor maturity & emotional skills

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.

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.

NEP 2020: At a glance

KEY HIGHLIGHTS

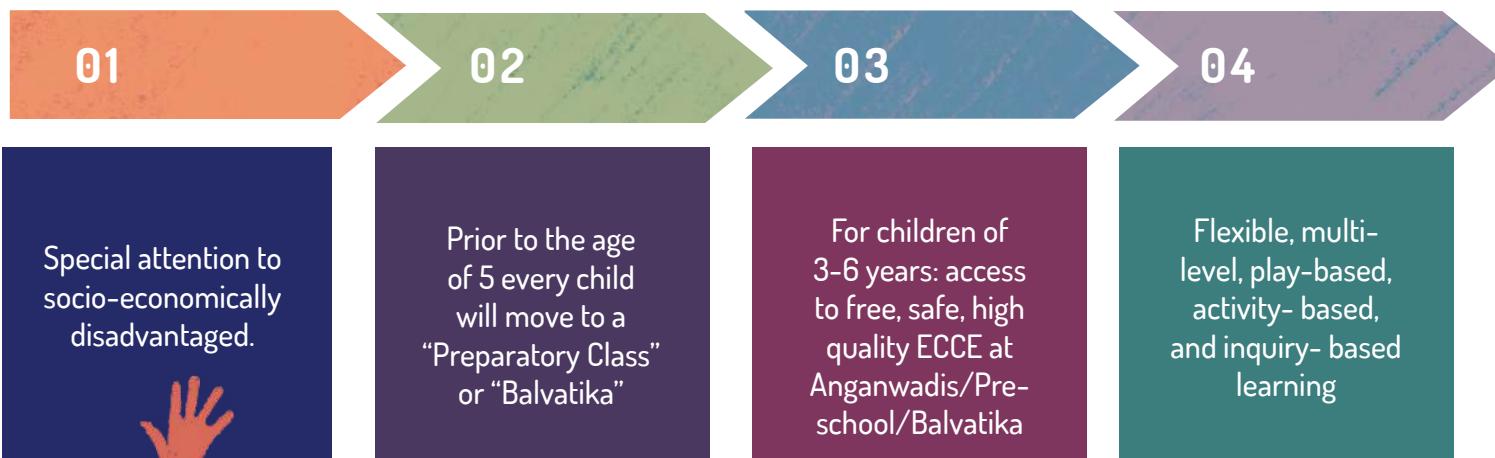
- Universalization of Early Childhood Care Education (ECCE)
- National Mission on Foundational Literacy and Numeracy
- 5+3+3+4 Curricular and Pedagogical Structure
- Curriculum to integrate 21st Century Skills, Mathematical Thinking and Scientific temper
- No Rigid Separation between Arts & Sciences, 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

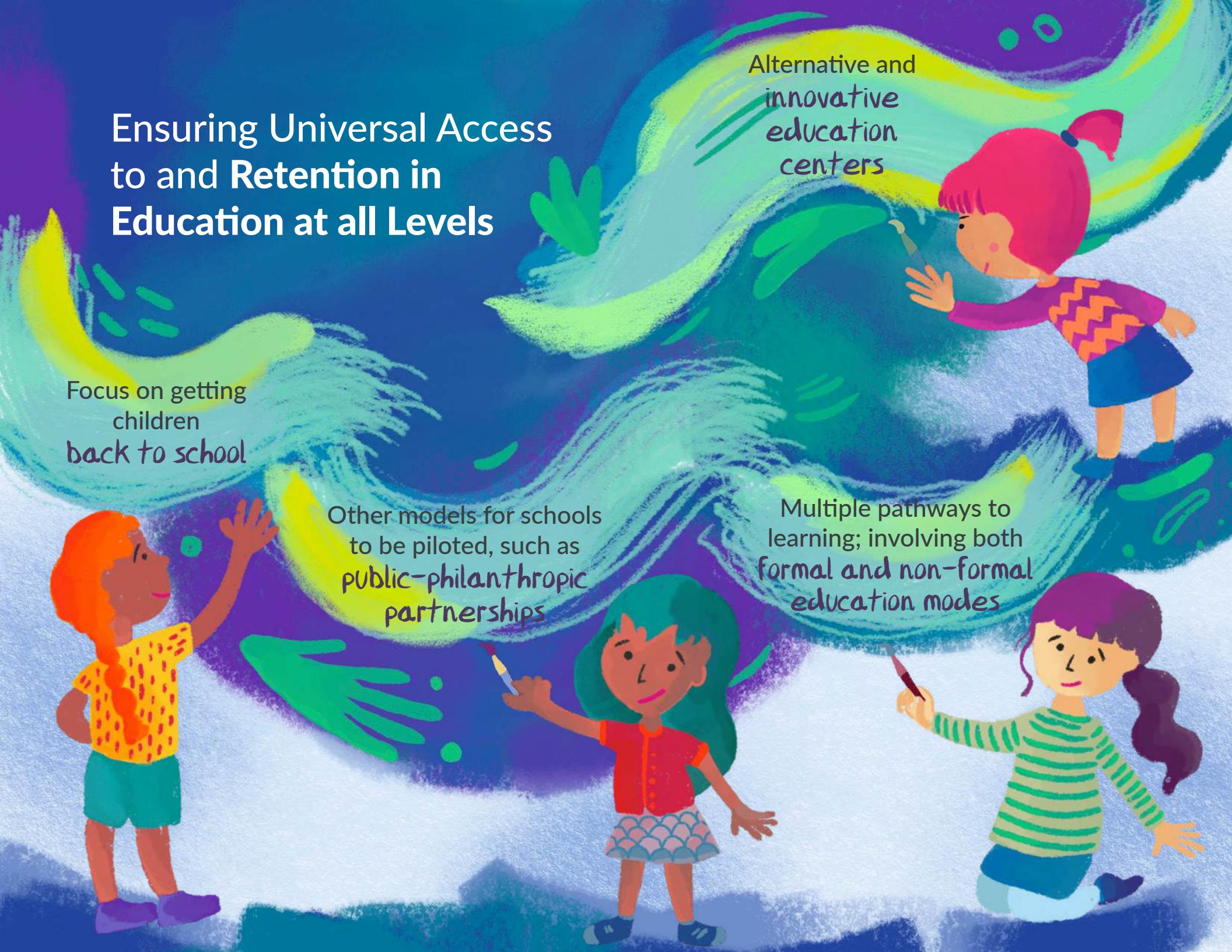


Ensuring Foundational Literacy and Numeracy Among all Children



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

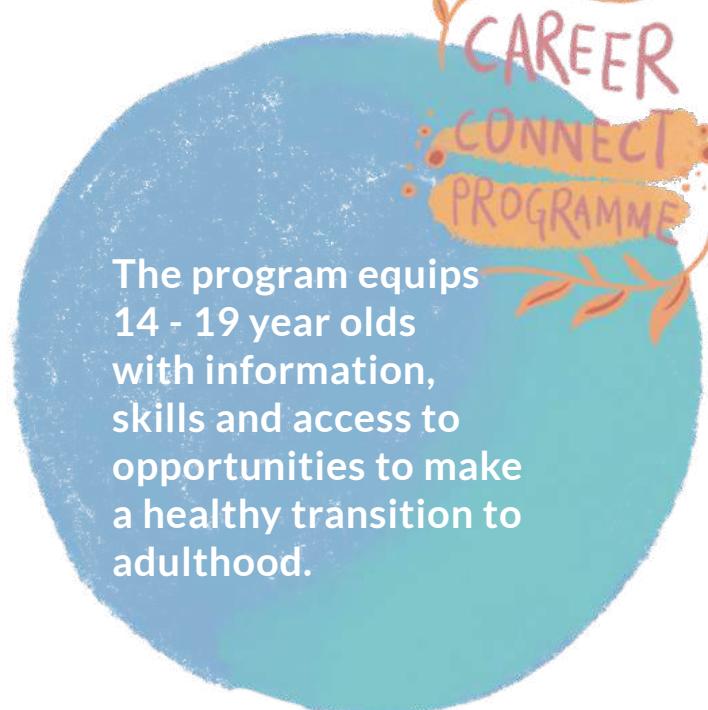
- Minimum qualification to be a 4-year integrated B.Ed. degree
- Teacher recruitment based on TET, NTA test and teaching demonstration
- Preference for local teachers and those fluent in the local language
- Continuous teacher professional development to ensure quality.

Where Dream a Dream's Work Aligns with NEP

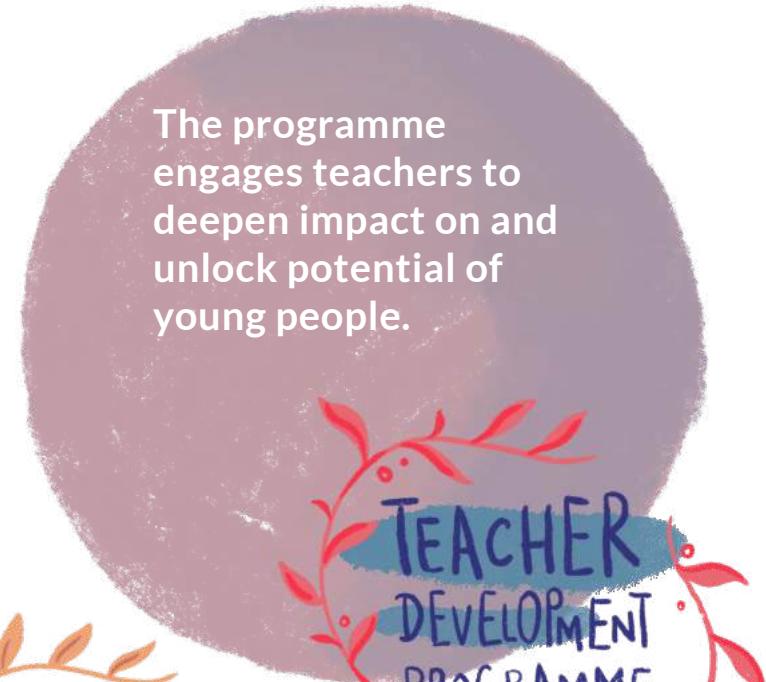
New Education Policy lays particular emphasis on the development of the creative potential of everyone. It is based on the principle that education must develop not only cognitive but also social, ethical, and emotional capacities and dispositions.



uses the medium of Sports and Arts to engage and develop critical life skills.



The program equips 14 - 19 year olds with information, skills and access to opportunities to make a healthy transition to adulthood.



The programme engages teachers to deepen impact on and unlock potential of young people.

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.

Critical question

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

On 360 Degree Holistic Assessment :

FOUR CRITICAL QUESTIONS

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

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

Will age specific life competencies be assessed?

How will these assessments translate into learning support systems?

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 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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