

NATIONAL FREE WEBINAR ON
AN INSIGHT INTO NATIONAL
EDUCATION POLICY (NEP) 2020



Mar Baselios Institute of Technology and Science
Nellimattom, Kothamangalam, Ernakulam, Kerala - 686 693, India
(ACCREDITED BY NAAC)

Conducted by

Internal Quality Assurance Cell (IQAC), MBITS

23rd June, 2021

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Abstract of the Webinar

The National Webinar on “An insight into NATIONAL EDUCATION POLICY(NEP) 2020” was conducted on 23rd of June2021. The program was coordinated by the Internal Quality Assurance Cell (IQAC) of MBITS, Nellimattom, Kothamangalam, Kerala.

The Chief Guest, Prof. Gopal Mugerya, Director, NIT Goa inaugurated the webinar. His inaugural speech was very encouraging and thought provoking, emphasizing on the importance of teaching learning process. The keynote speaker was Dr.sunny Kuriakose A, Chief Administrator and Dean(Research), MBITS, Kerala. Through his interesting talk, he explained the core parts of NEP2020.

The webinar was conducted through the online platforms ZOOM, YouTube and Facebook live. The panel discussion and the question answering session were conducted after the technical talk. The panel was headed by Dr. P. Sojan Lal, Principal, MBITS who has been the pillar of support for organizing and conducting this webinar.

A total of 560 participants including academicians, professionals, students and research scholars attended the webinar from different states in India. The Feedback form link was shared at the end of the session and recorded the attendance of participants through their responses. Participation Certificates were mailed to all the participants.

The national webinar was well organized and conducted in an excellent manner as per the feedback from the participants. This was possible with the support of management, principal, administrative department, IQAC members and cooperation of all the faculty & students of MBITS.

Theme of the Webinar

The theme of the webinar is ‘An insight into NATIONAL EDUCATION POLICY(NEP) 2020’. The new policy NEP 2020 is ensuring learning outcomes in elementary education. This policy believes that the education system should develop good human beings with rational thinking, compassion, empathy, courage, resilience, scientific temper, creative imagination, and ethical values. The seminar focuses on the role of NEP 2020 in education.



**Mar Baselios Institute of Technology and Science
Nellimattom, Kothamangalam, Ernakulam, Kerala, India**

“An insight into National Education Policy (NEP) 2020”

Conducted by Internal Quality Assurance Cell (IQAC), MBITS

PROGRAM SCHEDULE (23rd June, 2021: 2.30 PM to 4.00 PM)

- Silent Prayer
- Welcome Address : Prof. Dr. P Sojan Lal ,Principal, MBITS
- Inaugural Address : Prof. Dr. Gopal Mugerya ,Director, NIT,Goa

- Keynote Address : Prof. Dr. Sunny Kuriakose A,
Chief Administrator and Dean (Research), MBITS
- Discussion

- Vote of Thanks : Prof. Dr. Solly George,
Dean (Planning and Development), IQAC Coordinator, MBITS

An insight into National Education Policy(NEP) 2020



Dr. Sunny Kuriakose
Chief Administrator &
Professor (S&H),
Dean (Research)
MBITS, Nellikattom, Ernakulam

National education policy (NEP) 2020

The NEP2020 marks a monumental development in the country's human resource transformation that aims to disrupt the existing Indian education system. It aims to transform India into a vibrant knowledge society, global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

NEP2020 is the third educational policy was approved on 29th July 2020 which replaces the previous national Policy on Education 1986. This policy aims to transform India's education system by 2021. According to NEP2020, the school education is a 5+3+3+4 structure. It gives importance to early childhood education, which contains developing curiosity, arts, crafts, music, ethics, play-based learning, self-learning etc.

NEP2020 offers life-enrichment courses for overall development of individuals. It gives importance to the power of language and aims to bring in a competency based assessment in education. Most admirable aspect of NEP2020 is the holistic and multidisciplinary education. It also envisions the establishment of a National Research Foundation.

Zoom Meeting

Asst. Prof. Sou...

Gopal Mugeraya Thomas George Dr. Solly Geo... Dr Sojan Lal

Recording... LIVE on YouTube

Participants (348)

Find a participant

- AP Asst. Prof. So... (Co-host, me)
- Eldhose Varghese (Host)
- DR. VENUGOPAL JANASWA...
- DK Dr.Sunny Kuriakkose (Co-host)
- Gopal Mugeraya (Co-host)
- TG Thomas George, Asst.... (Co-host)
- AP Asst. Prof. Bincy Babu (Co-host)
- Dr Sojan Lal (Co-host)
- LP Lincy P Alias (Co-host)
- DS Dr Sojan Lal, Principal MBL... (Co-host)
- 112 (Gayathri)- P
- A7
- AS Abhaya S Nair
- A Abhinav

Dr.Sunny Kuriakkose

Invite Mute All

An insight into
NATIONAL EDUCATION POLICY - 2020

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Introduction / Background



- ▶ The very **first policy** for education was promulgated in **1968** based on the recommendations of the **Kothari Commission** (1964-66).
This policy sought to have a 'radical restructuring' of India's educational system and equalizing opportunities for education for all, to accomplish national integration and better economic and cultural development.
- ▶ The **second NPE** was implemented in **1986** which called for realizing compulsory education for every child until the age of fourteen, as mentioned in the Indian Constitution. It also aimed at providing enhanced training and improving teachers' qualifications. It was further modified in 1992.
- ▶ The **third** National Education Policy (NEP) was approved by the Union Cabinet of India on **29 July 2020** which replaces the National Policy on Education of 1986.

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- ◆ In January 2015, a committee under former Cabinet Secretary, T.S.R Subramanian started the consultation process for the New Education Policy and submitted a draft policy report in 2017.
- ◆ In 2019, a panel led by former ISRO chief **K. Kasturirangan** submitted the Draft New Education Policy (DNEP) and was released by MHRD for open discussions¹
- ◆ The Ministry undertook a rigorous consultation process in formulating the draft policy by considering the huge number responses from various local bodies and educationalists. Finally on July 29, 2020, the Union Cabinet of Indian approved the new education policy, NEP 2020.

Government of India

General Structure of NEP 2020



Introduction

PART I. SCHOOL EDUCATION

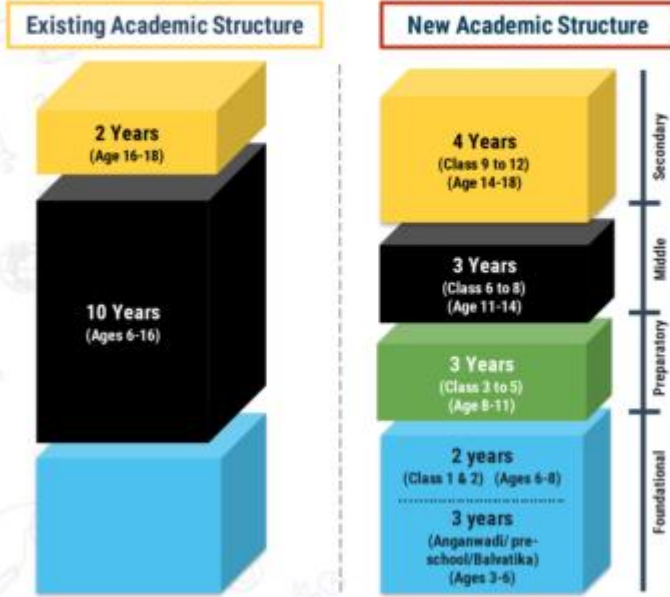
PART II. HIGHER EDUCATION

PART III. OTHER KEY AREAS OF FOCUS

PART IV. MAKING IT HAPPEN

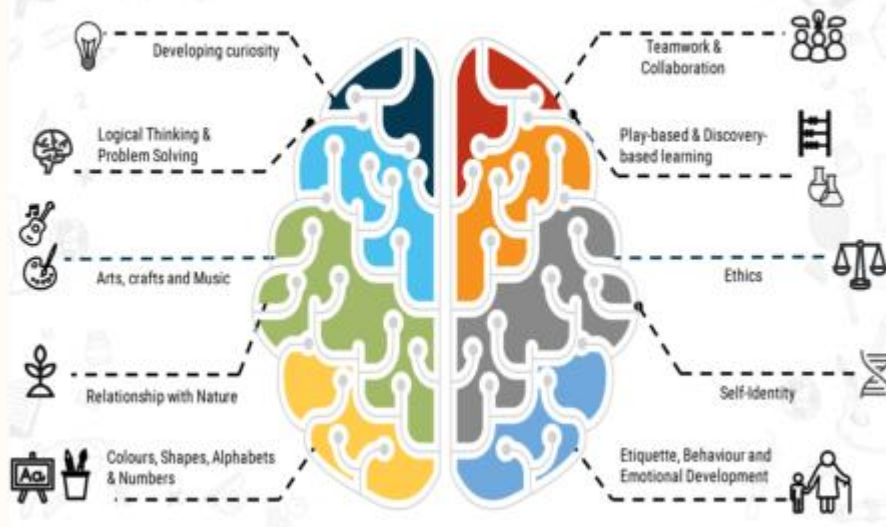
(65 Pages)

SCHOOL EDUCATION



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Early Childhood Education: Learning in the Formative Years



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Innovative Pedagogy: Transforming teaching learning process

Experiential Learning

Focus on experiential, inquiry and discovery based teaching learning methods

Integrated Pedagogy

Arts, sports, and story-telling and ICT-integrated pedagogy

Promotion of peer tutoring

Promoting peer tutoring as voluntary and joyful activity under the supervision of teachers



Equal Weightage

- No hard separation between curricular, co-curricular and extra curricular area.
- Freedom of choosing a variety of subject combination to be provided

Bagless Days

- Bagless days to be scheduled in academic calendar

Use and integration of technology

- Integration of technology enabled pedagogy in classes 6-12

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Universal Approach

Right from preschool to secondary education level, the NEP 2020 has introduced important provisions that ensure universal access to school education that include-

- ↗ Innovative education centres
- ↗ Good infrastructure support
- ↗ Tracking student progress based on learning levels
- ↗ Multiple modes of learning: Formal and Informal
- ↗ Well-equipped classrooms and laboratories
- ↗ Experienced faculty members
- ↗ Trained counsellors

The NEP 2020 also facilitates the option for open learning for students studying in the classes 3, 5, and 8 through State Open Schools, NIOS, and offers life-enrichment courses for overall development of individuals. This is to bring back nearly **2 Crore population of students** back to mainstream education.

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Maximizing Foundational Literacy and Numeracy

- ❖ MHRD proposes a **National Mission** focusing mainly on Foundational Literacy and Numeracy.
- ❖ States will be guided to formulate strategies & implementation plans for achieving universal foundational progress successfully in primary schools by the year 2025. It will help young learners build a strong mindset during growing years.
- ❖ The Government will also pay attention to preparing – '**National Book Promotion Policy**' in the future.

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Power of Language & Multilingualism

- ❖ The NEP 2020 does not restrict education only in '**English**' language!
- ❖ It favours education in **mother tongue/regional/local language**.
- ❖ Students are free to take up the Sanskrit language in schools as well as during their higher education. Several other traditional literatures of India and classical languages will also be offered to students.
- ❖ No specific language will be forcefully imposed.

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The New Assessment Reforms



NEP 2020, aims to bring in a **competency-based assessment** that evaluates-

- Analytical power
- Critical thinking
- Decision-making
- Creativity
- Conceptual clarity

Students in grades 3, 5, and 8 only will have to face exams.

Board examinations will be conducted for Grades 10 and 12 keeping in mind their overall development, the way of assessment will be redesigned with a more holistic approach.

A New National Assessment Centre named –

PARAKH (Performance, Assessment, Review, and Analysis of Knowledge for Holistic Development) will be considered for evaluating students progress.

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Funds to Meet the Needs of Students



- NEP 2020 will set up a **'Gender Inclusion Fund' & 'Special Education Zone'** for children belonging to unprivileged backgrounds and with special abilities. They will be encouraged to participate in regular school processes right from foundational programs to HE.
- Educators will run exclusive programs to help them get trained; initiate various resource centres and assistive technology-based tools and devices to simplify and ease their learning journey.

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Part II HIGHER EDUCATION

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Major problems currently faced by the HE system in India

1. Severely fragmented higher educational ecosystem;
2. Less emphasis on the development of cognitive skills and learning outcomes;
3. Rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study;
4. Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
5. Limited teacher and institutional autonomy
6. inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders

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7. lesser emphasis on research at most universities and colleges, and lack of competitive peer reviewed research funding across disciplines;
8. suboptimal governance and leadership of HEIs;
9. An ineffective regulatory system; and
10. large affiliating universities resulting in low standards of undergraduate education.

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Major Reforms

- ❖ Academic
- ❖ Institutional
- ❖ Governance
- ❖ New Additions/Changes
- ❖ Use of Technology

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Academic Structure -

- Holistic and Multidisciplinary Education – Flexibility of subjects
 - revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences
- UG programme – 3 or 4 years with Multiple Entry and Exit
 - **Certificate** after completing 1 year in a discipline or field including vocational and professional areas, or a
 - **Diploma** after 2 years of study, or a
 - **Bachelor 's degree** after a 3-year programme and
 - **Multidisciplinary Degree** after 4-year multidisciplinary Bachelor's programme,

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Masters Level / Ph.D.

- ◆ there may be a 2-year Masters programme with the second year devoted entirely to research for those who have completed the 3- year Bachelor 's programme;
- ◆ for students completing a 4-year Bachelor 's programme with Research, there could be a 1-year Master's programme;
- ◆ there may be an integrated 5-year Bachelor's /Master's programme.

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Ph.D. Programme

- ◆ Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research.
- ◆ All **fresh Ph.D. entrants**, will be required to take credit-base courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their **doctoral** training period.
- ◆ Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured
- ◆ Ph.D. students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means.

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➤ Credit transfer and Academic Bank of Credits (ABC)

ABC would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned

➤ Research and Innovation

HEIs will focus on research and innovation by setting up start-up incubation centers; technology development centers; centers in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research. HEIs will develop specific concerted mechanisms for promoting innovation among student communities.

➤ Teaching in vernacular language

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➤ Integration of Vocational and Professional Education

- ❖ Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education.
- ❖ It will ensure that every child learns at least one vocation and is exposed to several more.
- ❖ By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed.
- ❖ Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs

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- ❖ The B.Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes.
- ❖ HEIs will also be allowed to conduct short-term certificate courses in various skills including soft skills.
- ❖ The possibility of offering vocational courses through ODL mode will also be explored.
- ❖ Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade.
- ❖ The credit-based Framework will also facilitate mobility across 'general' and vocational education.

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➤ Evaluation

- Curriculum and pedagogy will be designed by institutions and motivated faculty to ensure a stimulating and engaging learning experience for all students, and **continuous formative assessment** will be used to further the goals of each programme.
- All assessment systems shall also be decided by the HEI instilling innovation and flexibility, including those that lead to final certification.
- HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable.

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➤ Academic Plan

- Each institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger **Institutional Development Plan (IDP)**.
- Each institution will be committed to the holistic development of students and create strong internal systems for supporting diverse student groups in academic and social domains both inside and outside formal academic interactions in the classroom.
- Over time, such activities could be incorporated into the curriculum once appropriate faculty expertise and campus student demand is developed.

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Online Education

- ODL (Open and Distance Learning) and online education provide a natural path to increase access to quality higher education.
- ODL programmes will aim to be equivalent to the highest quality in-class programmes available.
- Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL that will be recommendatory for all HEIs will be developed.
- All programmes, courses, curricula, and pedagogy across subjects, including those in class, online, and in ODL modes will aim to achieve global standards of quality.

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➤ Support for Students

- High-quality pedagogical practices and learning experiences will be provided to students.
- Students will be given plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc.
- Counselling systems for handling stress and emotional adjustments.
- Special support to students from rural backgrounds, including increasing hostel facilities
- Quality medical facilities for all students in their institutions.
- Financial assistance to students shall be made available through various measures.

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- Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs.
- Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.
- The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships.
- Providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas etc.

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➤ Faculty Support

- Teaching duties will not be excessive, and **student-teacher ratios not too high**, so that the activity of teaching remains pleasant and there is adequate time for interaction with students.
- Faculty will be appointed to individual institutions and generally **not be transferable** across institutions so that they may feel truly invested in, connected to, and **committed** to their institution and community.
- Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments.
- Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership.

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- Faculty not delivering on basic norms will be held accountable
- Transparent processes and criteria for faculty recruitment. Whereas the current recruitment process will be continued, a 'tenure-track' i.e., suitable probation period shall be put in place to further ensure excellence.
- There shall be a fast-track promotion system for recognizing high impact research and contribution.
- A system of multiple parameters for performance assessment will be formed and will be enunciated in the Institutional Development Plan (IDP)
- Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills will be identified early and trained through a ladder of leadership positions.

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- Institutional leaders will aim to create a culture of excellence that will motivate and incentivize outstanding and innovative teaching, research, institutional service, and community outreach from faculty members and HEI leaders.
- The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged.
- A National Mission for Mentoring shall be established, with a large pool of outstanding senior/ retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring / professional support to university/college teachers.”

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Institutional

3 types of HE Institutions/Universities

1. Research Intensive Institutions (More research and less teaching)
2. Teaching Intensive institution (More teaching and less research)
3. Autonomous degree granting colleges

Model multidisciplinary Education and Research University (MERU) in every district

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Governance

- Graded Autonomy: Academic, Administrative and Financial
- Phasing out of Affiliated System in the next 15 years
- Independent Board of Governors
- Single Regulation for HE (excluding legal and medical sciences)
- Online self disclosure based on transparent system of approach in the place of inspection
- Common norms for Public and Private HEI
- Fee fixation within Broad Regulatory Framework

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New Additions / Changes



1. NRF

NEP envisions the establishment of a National Research Foundation (NRF).

- The overarching goal of the NRF will be to enable a culture of research to permeate through our universities.
- NRF will provide a reliable base of merit-based but equitable peer-reviewed research funding, and by undertaking major initiatives to seed and grow research at State Universities and other public institutions.
- The NRF will competitively fund research in all disciplines. Successful research will be recognized, and where relevant, implemented through close linkages with governmental agencies as well as with industry and private/philanthropic organizations

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2. Internationalization of Education



- Courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attain the goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalization at home'.
- Credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award of a degree.

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3. Standalone HEI and Professional Institutions to evolve into Multidisciplinary Institutions
4. Special Education Zone for Disadvantaged Region
5. National Educational Technology Forum (NETF) - to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
6. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards
7. A **fee cap** will be provided for private education institutions of higher learning
8. In order to bring the focus back on education and learning, MHRD has been re-designated as the **Ministry of Education (MoE)**.

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Use of Technology

Use of technology in

- Education planning
- Teaching, Learning and Assessment
- Administration and Management
- Regulation – Self Disclosure and Minimum Human Interface
- Increasing Access for Disadvantaged groups
- *Divyang* Friendly Education S/W
- E-content in local language
- Virtual labs
- NETF
- Digitally Equipping Schools, Teachers and Students.

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Higher Education Commission of India (HECI)

Single overarching umbrella body - Higher Education Commission of India (HECI) – for the promotion of higher education sector - with the following independent bodies

- ▶ for standard setting- the General Education Council (GEC)
- ▶ Funding - Higher Education Grants Council (HEGC);
- ▶ accreditation- National Accreditation Council (NAC);
- ▶ regulation- National Higher Education Regulatory Council (NHERC)

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Engineering Education and NEP 2020

- Restructuring of Departments / Disciplines
- Flexibility in Curriculum
- Ease in Credit Transfer from various sources
- Concept of Major and Minor
- Exposure to Social Problems
- Design thinking
- Integration of Knowledge
- More liberal arts courses- building character and Ethical values
- Global mind-set – understanding Society, politics, Economics
- Sustainability
- Lifelong learning
- QUALITY CULTURE

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Conclusion



“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

– Malcolm X

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Thank You

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Outcome of the Webinar

The stakeholders will be able to,

- Create an awareness about the newly launched National Education Policy - 2020
- Learning outcomes should emphasize way in which the learner is likely to use the knowledge or skills gained.
- More emphasis on the development of cognitive skills and learning outcomes
- Provide adequate mechanisms for merit-based career management and progression of faculty and institutional leaders
- To promote multidisciplinary curriculum.
- More emphasis on research at universities and colleges

Follow up Actions

1. In order to introduce advanced courses like Data Science, Electrical and Computer Science, it is decided to reduce the student intake capacity of Mechanical Engineering and Civil Engineering branch.
2. Teachers to be motivated to undergo technology related training programmes and courses to bridge industry standards.

Conclusions

The global pandemic of Covid'19 has affected our everyday life, and every sector be it industry, business, or education has been grimly affected due to the rampant spread of the virus. At the same time, this period has opened immense opportunities especially in the education sector, by virtue of the use of various electronic/technological applications. MBITS is embarked on organizing free webinars online, with the sole objective of making social impact by knowledge sharing, in partnership with Industry, Academia and Government of India and abroad, for the benefit of student community, academicians and aspiring engineers. The MBITS team along with other stakeholders provided free webinars for more than 14846 participants from more than 1800 institutions in India and abroad.

The national webinar on 'An insight to National Education Policy (NEP) 2020' covered a relevant theme which provided a platform for an open discussion about the shifting paradigm of education policy, to have a discussion about the role and function of educationists, teacher educators and teachers in the implementation of NEP 2020 in its true spirit and nature, and to throw light on the need and significance of higher education and policy as envisioned by Maulana Abul Kalam Azad. The excellent initiative and zeal shown by IQAC of MBITS to conduct the webinar and to give an insight to National Education Policy (NEP) 2020 were well appreciated. The net impact created by the programme has been enormous and will be transformative for many of the stakeholders. The feedback from the participants is highly encouraging and many more such programmes shall be conducted for improving the quality of HEIs. Such events help MBITS to achieve many more milestones and attain greater heights in future.