

REPORT OF THE NATIONAL WEBINAR ON "NEP's ROAD MAP FOR HIGHER EDUCATION 2020: PROSPECTS AND IMPEDIMENTS"

About the Webinar:

Commemorating the National Education Day, the Department of Education of Assam University has conducted a National Webinar on NEP's Road Map for Higher Education 2020: Prospects and Impediments on November 11th 2020 from 11.00 am - 2.00 pm through Google Meet (<https://meet.google.com/xmm-reip-zjm>). The Objectives of the Webinar were: 1) to provide a platform for an open discussion about the shifting paradigm of education policy, 2) 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 3) to throw light on the need and significance of higher education and policy as envisioned by Maulana Abul Kalam Azad. Webinar included three distinguished keynote speakers. The last date of registration of the Webinar by 9th November 2020. Total number of 146 participants were attended in this Webinar.

Organizing Committee:

Patron

Prof. Dilip Chandra Nath
Vice-Chancellor, Assam University, Silchar.

Chairperson

Prof. Geetika Bagchi
Dean, A.M. School of Educational Sciences, Assam University, Silchar.

Advisor

Prof. R. Balakrishnan
Head, Department of Education, Assam University, Silchar.

Coordinator

Dr. Sreeparna Bhattacharjee
Assistant Professor, Department of Education, Assam University, Silchar.

Program at Glance:

Events	Speakers	Time
Inaugural Session	Prof. Dilip Chandra Nath Vice Chancellor, Assam University, Silchar	11:00 am - 11:10 am
	Prof. Geetika Bagchi Dean, A.M. School of Educational Sciences, Assam University, Silchar	11:10 am - 11:20 am
	Prof. R. Balakrishnan Head, Department of Education, Assam University, Silchar	11:20 am - 11:30 am
Lecture –I	Prof. Kumar Suresh Head, Department of Educational Administration, NIEPA, New Delhi.	11:30 am - 12:10 pm
Lecture –II	Prof. Asheesh Srivastava Dean, School of Education, Mahatma Gandhi Central University, Bihar.	12:10 pm - 12:50 pm
Lecture –III	Dr. Pradeep Kumar Choudhury Assistant Professor, Z H Centre of Education, J N U, Delhi.	12:50 pm - 1:30 pm
Interaction Session	Moderated by: Dr. T. Manichander Assistant Professor, Department of Education, Assam University, Silchar.	1:30 pm - 1:50 pm
Valedictory Session	Vote of Thanks by: Dr. Naresh Kumar Assistant Professor, Department of Education, Assam University, Silchar.	1:50 pm - 2:00 pm

Schedule of the Programme:

The programme was inaugurated by introducing the theme of Webinar to the audience by **Prof. Geetika Bagchi**, Dean, Ashutosh Mukhopadhyay School of Educational Sciences. **Prof. R. Balakrishnan**, Head, Department of Education, delivered the welcome address. **Dr. Pradosh Kiran Nath**, Registrar of the Assam University also welcomed all the dignitaries in inaugural session and he spoke about the importance of National Education Day. After the inaugural session, the three eminent speakers delivered their important speech on New Education Policy 2020 and related aspects. It was followed by interaction session. With the vote of thanks, the webinar was ended.

Keynote Address:

Speaker 1:

Prof. Kumar Suresh, Head, Department of Educational Administration, NIEPA, New Delhi.

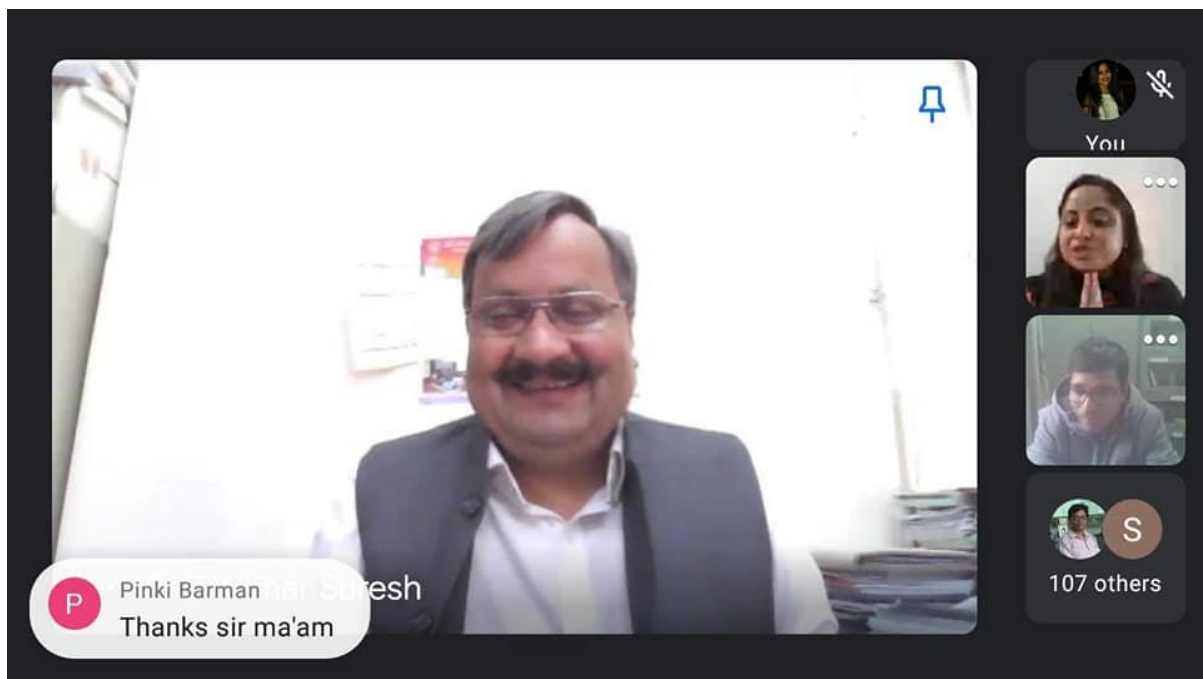
Abstract of Prof. Kumar Suresh's Lecture:

Prof. Kumar Suresh delivered his speech on New Education Policy 2020. His pre-eminence is on holistic education and learning outcome as suggested by NEP 2020. In his speech, highlighted some critical aspects related to reform in education, as suggested in New Education Policy 2020. He stated that NEP 2020 is a treasure of ideas which touches upon many core issues of educational concern. It touches all sectors of education. At the beginning of his lecture, his prime focus was on school education. According to him, teachers in education are the backbone of the education system. NEP 2020 recommends for professional development, teachers' accountability. Second reform related to school education is assessment. He outlined the importance of Comprehensive learning of students and stated that now assessment moving from summative to formative assessment. He told that the marking system like 100%, 99% are common now. The students scoring less than 90% have to face several difficulties in taking admission for higher education where there is marking basis is only criteria for admission - these types of scoring or assessment system destroying our school system. New Education Policy focussed on comprehensive learning of students. He also shared his interaction with stakeholders from several states that in school, many teachers not able to handle ECC. NEP 2020 emphasises on ECC programmes. Next, he was talking about ensuring accountability in the education system. Transparency is important in school education. He told that each state should have a mechanism to monitor the standards or the parameters as outline in NEP. In school education, another important point was governance reform. According to him in state-level, two separate administration should be established as the department of education and directorate of education. The main function of the department of education will be policy formation and that of the directorate of education will be the execution of policy. He also pointed out that in the ground level, there is a problem of school complex and lack of resources and also no of teachers are adverse in school education from primary to senior schools. He also intonated on higher education reforms proposed in New Education Policy 2020. He put stress on that we should try to achieve 50% enrolment in higher education. He told about the regulatory system in higher education. There are lots of problems related to the regulatory system. National Knowledge

Commission earlier worked on regulation committee. There should be a single regulator in higher education as suggested by NEP 2020 and it has four tasks as:

- a) Regulate General Education
- b) Assessment (NAAC)
- c) Higher education grants sanction
- d) General Education Commission (NCTE or different professional bodies)

He suggested that the teacher should give feedback to the government regarding regulatory bodies of Higher Education. His next focus was on the multidisciplinary approach. He told that all the Universities must be having multidisciplinary focus. It means Universities should be multidisciplinary universities. He also pointed out that maximum autonomy in functioning should be provided with strong accountability. So, these two aspects are interrelated. These are the main highlights of the speaker. He appreciated all the major reforms for quality improvement in school education and university education.



Speaker 2:

Prof. Asheesh Srivastava, Dean, School of Education, Mahatma Gandhi Central University, Bihar.

Abstract of Prof. Asheesh Srivastava's lecture:

At the very outset, Prof. Asheesh Srivastava emphasized on the crucial journey of all the educational policies of India starting from the deletion of clause 23 to not achieving the intent

of Article 45 for four long decades, a paradigm shift by UNDP's Report, 1990 and the vital juncture when India became a signatory in 1995 for GATS.

In the institutional level, he stressed on three major concerns. These are the sustainability concerns, concerns for curriculum and pedagogy and the governance concerns. Giving much importance on education for sustainable development, he said that this is the high time to think about our indigenous assets and the policy is also focusing on these issues. He quoted the first verse from the Isavasya Upanishad, "Isavasyam idam sarvam yat kim ca jagatyam jagat, tena tyaktena bhunjitha, ma gridhah kasyasvid dhanam" to show that the idea of sustainability was prevalent in India since the time of Upanishads. He said the NEP 2020 focuses on goal 4 of the 2030 agenda for Sustainable development which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. According to Prof. Srivastava, the NEP, 2020 is unique as it emphasized all the aspects of education, specially the value system. By giving quotes from Radhakrishnan Commission (1948-49) and Kothari Commission (1964-66), he depicted that almost every policy was formed for the sake of the nation. But the reality is somewhat different. So, first of all, the belief for achievement should be inculcated among all the stakeholders. His versatile teaching background was reflected in his speech. He gave many references and quotes from the Upanishads and the previous education commissions to make the participants realize the importance of intensive preparation in education. He quoted from Kothari commission (1964-66), "the destiny of India is now being shaped in her classrooms" and said that its essence is not properly understood till date. Prof. Srivastava also emphasized on the status of the teachers by quoting from the University Education Commission (1948-49), "the status of the teacher reflects the socio-cultural ethos of a society".

NEP, 2020 aims at re-structuring of Indian educational system into a modern, progressive and equitable one and its successful execution call for a remarkable reorientation of decision-making structures and re-prioritization of the budgetary resources in months and years to come. Prof. Srivastava said that the universities being an essential agency of nation-building cannot persist in the old pattern and have to change their objectives and methods. He also discussed some impediments in the implementation of the NEP 2020. These are coping with the technology and digital divide, reaching the unreached with quality education, ensuring equity with private players on board, ensuring minimum essential resources to public institutions, autonomy with accountability, stopping brain drain, increasing the standards of

research, raising aspirations and massive reorientation of teachers, character development and ensuring quality education while achieving targets of quantification.

So far as the institutional restructure is concerned, he emphasized on the timely cope up of the human resources and all other resources of higher education, plan to increase the GER up to 50% in Higher Education and 100% for school education, common standards for public and private institutions and significant modification in the curriculum and pedagogy of all teacher education departments. He put forward some suggestions to make the useful implementation of the policy. He suggested that focus should be on quality teacher education. All the institutions of higher education should have their individual development plans (IDPs). Giving due importance on research is crucial at this juncture as both teaching and research are essential components of a quality university. Lastly, while touching on the concerns of governance and leadership, he recommended that IDPs should be having a very crucial role on the individual level, departmental level, institutional level and so on.

To conclude, he reiterated that implementing common norms and standards would be a herculean task. Without assertive political will, it won't be easy to implement the policy. Extra political will should be there to implement the policy most positively. He requested the students, scholars and all the stakeholders to read the policy thoroughly to develop the proper idea for implementation.



Speaker 3:

Dr. Pradeep Kumar Choudhury, Assistant Professor, Z H Centre of Education, J N U, Delhi.

Abstract of Dr. Pradeep Kumar Choudhury's lecture:

Dr. Pradeep Kumar Choudhury started the deliberation highlighting the focal points on National Education Day with the importance to comprehend NEP 2020 as education plays a critical role and a central feature of global competitiveness.

He was in the opinion that NEP 2020 focus on making human capital. The higher education system expanded rapidly post-colonial era, so the road map for NEP is needed, so implication description is required. He raised questions on whether we follow the right path towards implementation and how to go to the targets. The important issue raised was on the full access inclusion, increasing GER, expanding social demand of higher education and competing for global knowledge. He cited an example of STEM courses which are globally developed but still not developed in India. One of the important reasons for such development challenges were cited as core socio-economic issues and geographical isolation issues concerning higher education. He discussed issues on the roadmap towards equity and inclusion and also raised a question on how to include the excludes. He also discussed the socio-economic contextual challenges of disadvantaged students in higher education. Addressing these questions, he cited instances of private sector investments in education that also makes it more efficient in service. In addition, he noted limitations towards access to higher education, focusing on facilities of financial assistance for students. He suggested that more scholarships and financial incentives at all levels of education to be included as top expenditures in the budget allocation of the country. The inclusion does not limit itself to location; sometimes it's an economic problem that hinders the access to higher education. The speaker further raised the issues on providing quality education and also identified various factors like the problem of employment, how the teacher is imparting in the instructional process, problems related to teacher education institutions and recruitment catering good academic activity. Another important challenge on the problem of technocrats in school was discussed focusing on the intervention towards producing bright students along with infrastructure in government public institutions. He also pointed out that a teacher makes a difference in the classroom, so a committed teacher's role is necessary for the good quality institution. He discussed another important issue on need s of the public investment for NEP 2020. It aims at a critical investment in human development and should be achieved at the

earliest. Amidst the pandemic, the economic losses in GDP, the government strategies on funding is still not clear, so it is also another challenge in the implementation of NEP 2020. However, such implementation also requires a strong political will. He further analysed about the policy documents and suggested that it needs support from private resources philanthropists; it should be complementary and not substitute the private spirit. In conclusion, he discussed the most trending issue on the technology-mediated instruction challenges. He put forward several instances where the students, as well as teachers, had to face challenges in using the technology. The students not only face the problem with the access but also problems on the use of digital technologies like internet connection availability issues. He further critically analysed that different students of different context have a different level of comprehension abilities which is another challenge of the digital device. He also suggested of campus-based education as a better and unique learning place where interactive teaching-learning sessions take place.



Webinar's Feedback link <https://forms.gle/BHwcZG8ieLuNnMvs6>

End of the Program:

The session ended with an intense interactive discussion-based question-answer session by three speakers and participants. The program received an excellent feedback from all the participants.

Recommendations and Suggestions for implementing the New Education Policy 2020

Based on the observations of the invited speakers as well as the dialogue between the different stakeholders of Education belonging to different levels of Educational system who took active part in the deliberation held on 11.11.2020 in the National Webinar on NEP'' Road Map for Higher Education 2020: Prospects and Impediments organized by the Department of Education Assam University Silchar, the following strategies have been identified for proper implementation of NEP 2020 in divergent contexts.

STRATEGIES RELATED TO SCHOOL EDUCATION

- Emphasis should be given on strengthening the school infrastructures for implementing the scheme of inclusive education to curtail dropout and to ensure universal access.
- Special training scheme should be made available for teachers in general to understand the special needs of the children.
- Awareness programme should be designed in collaboration with the local/ regional centres and Higher Educational Institutions for gaining insights into the different aspects of teaching learning process in a diverse classroom.
- There should be facility for training and induction programme for understanding the significance of mental health and wellbeing of the learner in the teaching learning process for holistic development.
- Special schemes should be formulated for the children with various intellectual and motor disabilities especially in the north eastern states where these facilities are lacking.
- Specific Teacher Education programme should be designed by the higher educational institutions in the north eastern region to strengthen inclusive education and to preserve and promote regional diversity which is the need of the hour.
- The pedagogy and curriculum at elementary level should be related more to the immediate environment of the learner.
- A language basket can be made for choosing third language based on the linguistic compositions of the region/state.
- Multilingualism should be an approach rather than an option.
- Student exchange programme should be initiated at secondary level to promote and protect cultural diversity.
- The text books should be made available in different languages so that learners can have multiple options and can understand the content in their most familiar language.

- Multiple options should be made available for secondary and senior secondary students so that no compartmentalization is there.
- Choosing one vocational course must be made compulsory as per the local needs.
- National Ranking Framework may be introduced at the school level based on certain crucial parameters like facilities available both with regard to human resource as well as physical resource for effectuating **Inclusive Education** even in the remotest corner of the nation.

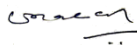
Strategies related to Teacher Education and Higher Education in the light of NEP2020:

- Teacher Education Curriculum should be ICT integrated and the teacher educators should be given training for development of Operational skill of using ICT in the classroom.
- Revision and Restructuring of B Ed Curriculum is the need of the hour involving all stakeholders, especially those who play a vital role in the implementation process.
- Stress on Student Activity/Activity based teaching -learning/ Participatory learning, such as Activity Club, Community Project etc.
- Restructuring of all Method Papers, phonetics and grammar topics should be given due importance in language methods, Practical components should be added in the science methods keeping in mind the secondary education curriculum of SEBA and CBSE.
- Restoration of the Practicum components in all theory papers
- Restructuring of School Internship by spreading it in 3 semesters
- Mandatory participation in Orientation/ Refresher Course or any other Faculty development programme for the teacher educators at least once in a span of 2 years and the same should be submitted to the concerned regulatory body.
- Introduction of Self-appraisal Report for teacher educators
- Student Feedback System should be incorporated
- Ensuring better coordination between department of Education, Assam University and the TEIs by forming a core team to look after and revise the B Ed curriculum from time to time.
- The burden of theory papers should be reduced and practical components should be given more importance for effective and meaningful transaction of B Ed curriculum.
- Gender Sensitization Programme in the form of drama, street play should be performed by the trainee teachers at different levels.

- Dialogue on the present social issues and problems should be a mandatory part of the teacher's training programme.
- Topics related to sustainability, rights of the child, women empowerment should be incorporated by illustrating the examples of the characters and incidents from the real life.
- Teacher Education programme should be diagnostic in nature. It must develop the competency to understand the learner in their specific socio-cultural context.
- The higher education institutions should design specific programmes and plans to engender the local and indigenous knowledge and culture.
- For strengthening research and innovation facilities for field study should be made available.
- Specific scheme of scholarships and other incentives should be made available for students belonging to economically disadvantaged sections and ethnic minority for mainstreaming the underrepresented class of the society.
- The Education Department in each university should be assigned prima facie role in providing training in pedagogy and curriculum development.
- A compulsory rural in-service training programme may be conceived for stakeholders at diverse levels for understanding the rich cultural diversity of the nation.
- Above all like all other sectors Educational Task Force may be forged to enlighten and collaborate with different stakeholders of the Education System for realizing the aims and objectives enshrined the National Education Policy 2020.



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