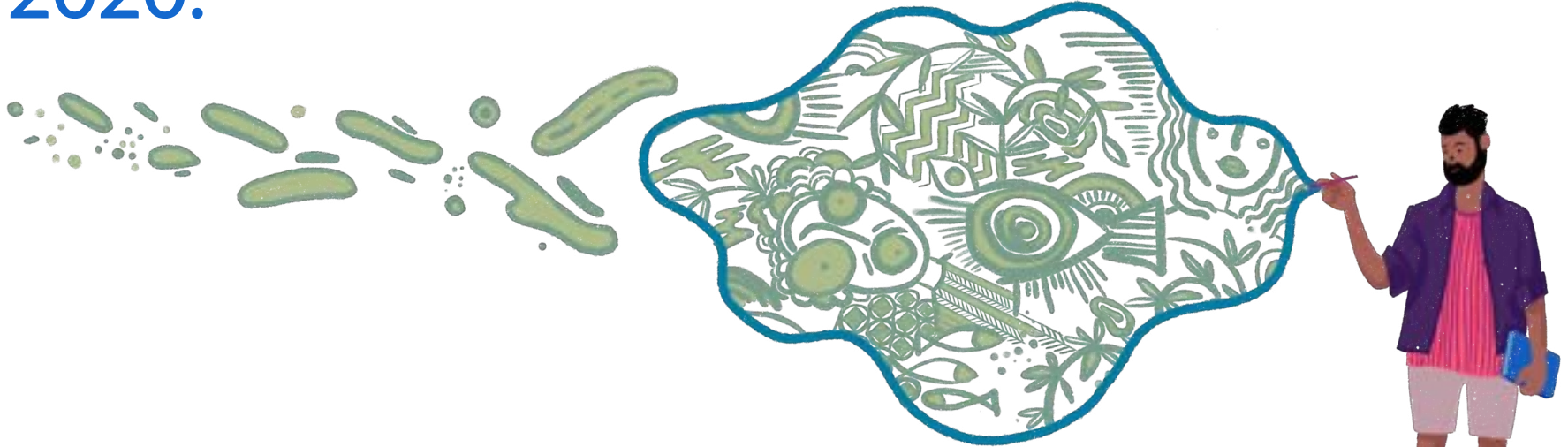


# National Education Policy (NEP) 2020:



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.**

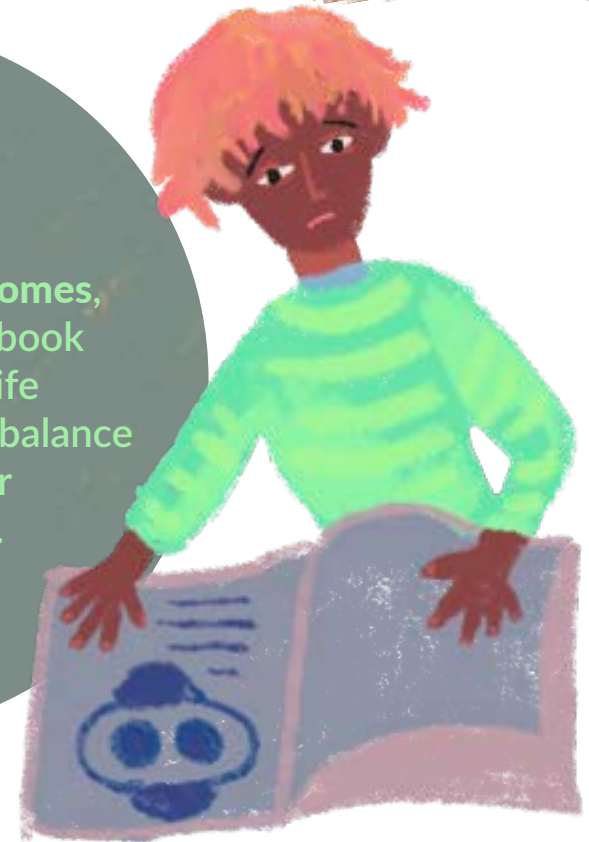
# WHY THE NEED FOR A new education policy?

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



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

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



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, automation, misinformation, technological advancements amongst others.



## Preparing children to thrive in an unpredictable future

“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*

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

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*

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

*McKinsey Global Institute, 2018*



# 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

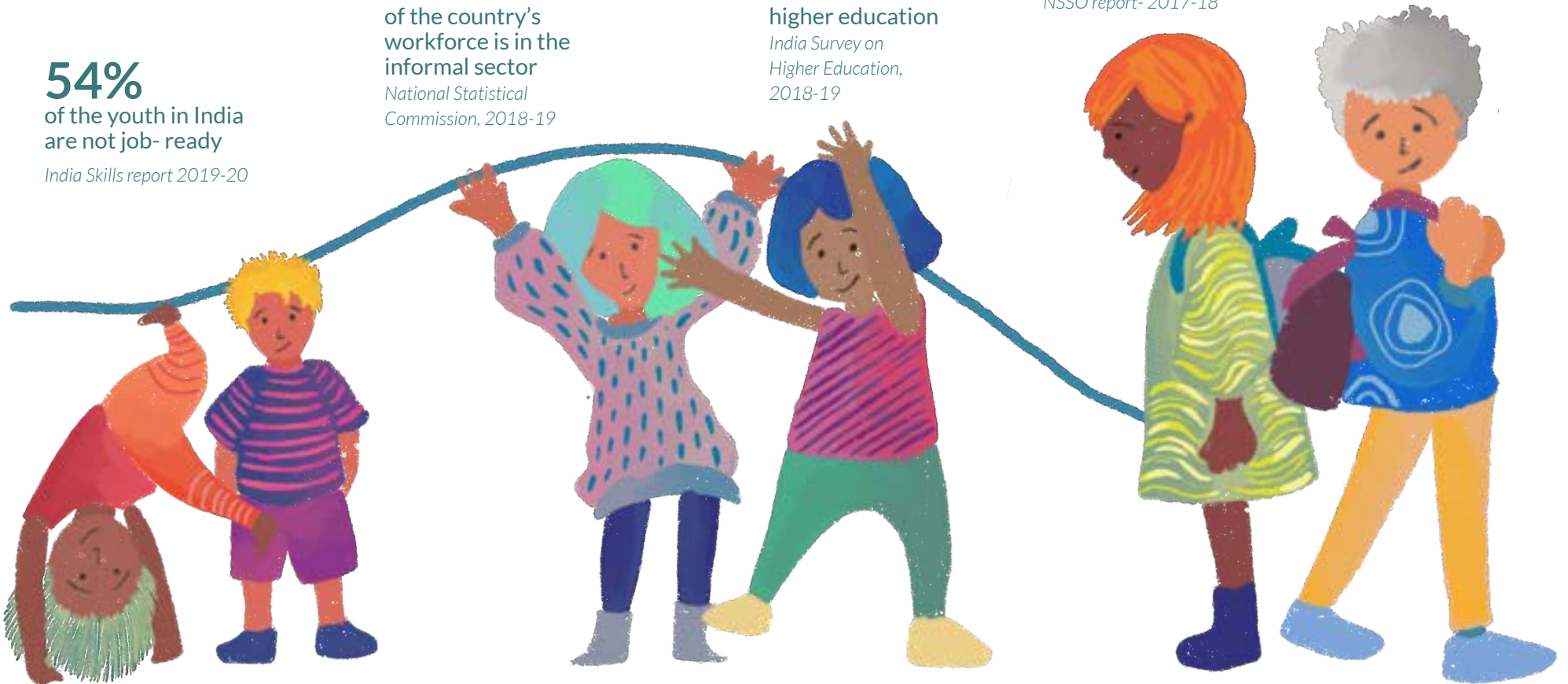
*India Survey on  
Higher Education,  
2018-19*

**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*



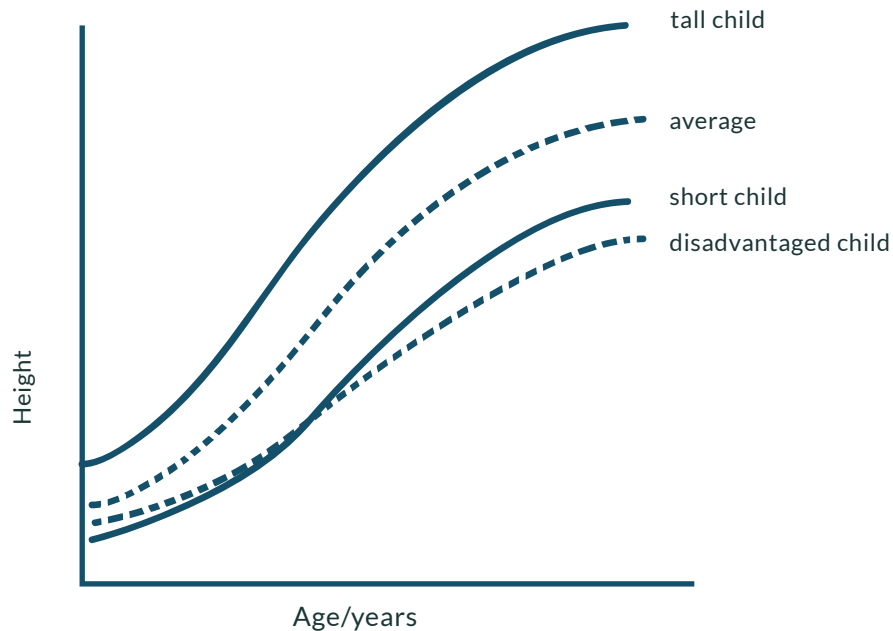
**School dropouts will increase due to the Pandemic**

*(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

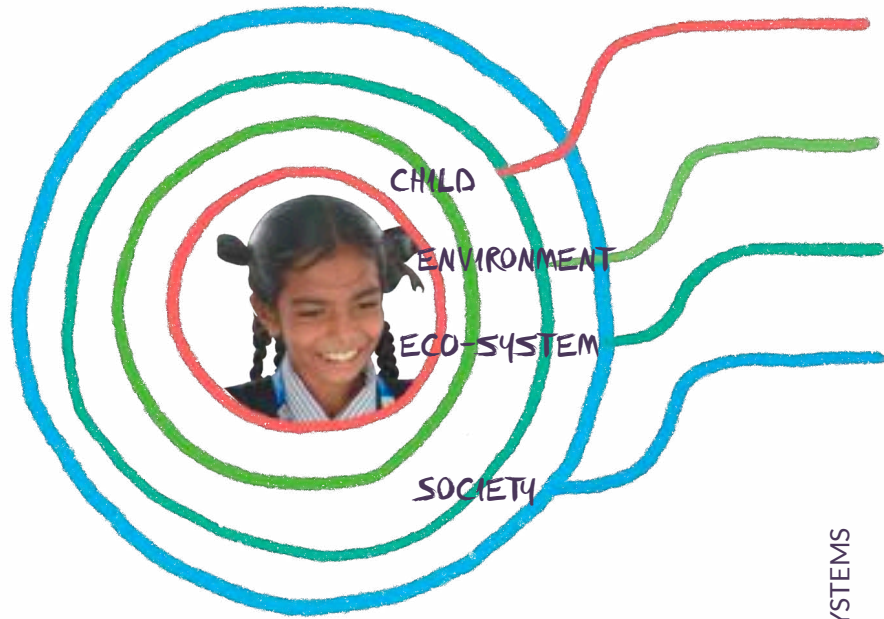
1. Poor cognitive skills (information processing, memory, etc.)
2. Missed sensitive periods of development
3. Poor relationship skills, attachment problems
4. Poor maturity & emotional skills

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

FOCUS ON YOUNG PEOPLE

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

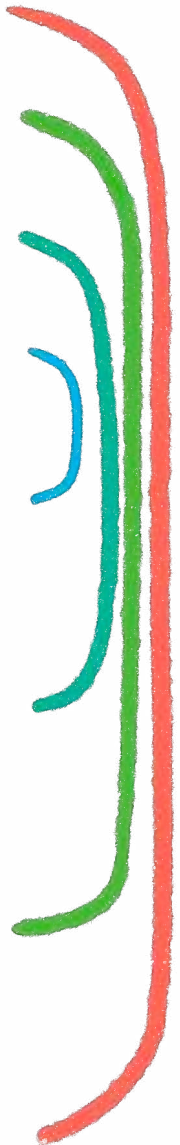
We invest in building evidence of the impact of our life skills programmes through quality research. The research helps us build a voice around the criticality and urgency to integrate life skills within learning outcomes. We also build a supportive community of practitioners, organisations, governments,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

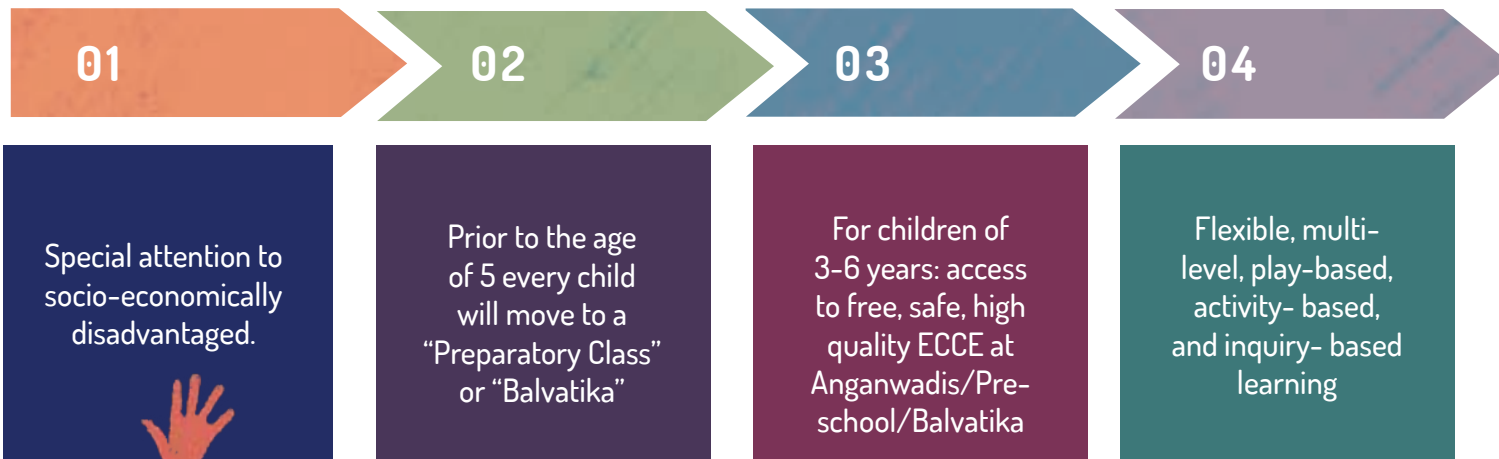
- Universalization of Early Childhood Care Education (ECCE)
- National Mission on Foundational Literacy and Numeracy
- 5+3+3+4 Curricular and Pedagogical Structure
- Curriculum to integrate 21st Century Skills, Mathematical Thinking and Scientific temper
- No Rigid Separation between Arts & Sciences,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

Alternative and innovative education centers

Focus on getting children back to school

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

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.

# Dream a Dream

The NEP as a vision document needs to move beyond fundamental assumptions about traditional notions of success and therefore needs to build an educational ecosystem that ensures thriving of children.

Education policy lays particular emphasis on the development of the creative potential of each individual and to reimagine educational ecosystem that ensures thriving of children.

It is based on the principle that education must develop not only cognitive capacities but equip children with essential life skills preparing them for future.

Thriving children are resilient, responsible and happy



**Resilient**

Have the inner strength and grit to overcome adversity



**Responsible**

Can make responsible decisions for themselves and the world



**Happy**

Feel they are living the best version of their life

# WHAT NEP MEANS TO Dream a Dream



Dream a Dream's After School Life Skills Programme uses the medium of sports and arts to engage and develop critical life skills. This Innovation Lab ensures introduction to new approaches to life skills development, demonstration and documentation which helps course correct the larger framework to re-imagine learning in the country.





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

**Dream a Dream's Career Connect Programme equips 14-19 year olds with information, skills and access to opportunities to make a healthy transition to adulthood. CCP conducts Career Awareness Workshops, run short-term modules in English, communication skills, money management, career guidance and provide access to internships, scholarships, vocational training and jobs.**

**Dream a Dream's Teacher Development Program creates transformative experiences for teachers using experiential learning approaches, play & empathy-based pedagogies to become more authentic, non-judgmental, empathetic educators who can hold safe spaces for children, especially those growing up in adversity.**

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



**The Teacher Development program aims to train a broader range of teachers to facilitate the development of life skills amongst young people in their schools and regions. Teachers, facilitators, community workers, youth workers, and educators are trained to deepen the impact to unlock the potential of young people. The program uses a life skills approach to nurture empathy, expand their creativity, and develop listening and validation skills and share with authenticity while also learning facilitation skills.**

# LIFE SKILLS ASSESSMENT SCALE (LSAS)

Please complete this scale while observing, or as soon as possible after observing, the young person. You may need to spend some time observing before you decide. Do not spend too long thinking about each question, just record your impression. For each question, consider age appropriateness (think of actual age, rather than physical appearance).

Put an  $\surd$  in **one** most relevant box for each question. The comments box can be used to note down things that you saw that helped you fill in the boxes or for any other comments. You do not always have to fill in the comments boxes.

Name of young person	Gender	Name of assessor
Actual age	How old does the young person look?	Is the young person having difficulty working in a language other than his/her native language?

Date of assessment	Does not yet do	Does with lots of help	Does with some help	Does with a little help	Does independently
<b>IO. Interacting with others</b> For example, does X interact appropriately with peers, staff, opposite sex? Does X communicate effectively? Does X show sensitivity to others' needs and feelings?					
Any other comments you would like to make:					
<b>DP. Overcoming difficulties and solving problems</b> For example, does X find a way around obstacles that arise? Does X ask for help appropriately? Does X solve problems successfully?					
Any other comments you would like to make:					
<b>TI. Taking Initiative</b> For example, does X carry out tasks without being told? Does X show age-appropriate leadership?					
Any other comments you would like to make:					
<b>MC. Managing Conflict</b> For example, does X show appropriate assertiveness? Does X resolve disagreements appropriately? Does X accept appropriate correction? Does X do this without violence or foul language or running away?					
Any other comments you would like to make:					
<b>UI. Understanding and following instructions</b> For example, Does X understand appropriate instructions when given? Does X comply with instructions? Does X ask for clarification when needed?					
Any other comments you would like to make:					
<b>OS. Overall Score</b> You get the Overall Score by changing each $\surd$ into numbers Does not yet do = 1   Does with lots of help = 2   Does with some help = 3   Does with a little help = 4   Does independently = 5 Add all the numbers and put the total in the box on the right, then divide by 5. This is the Overall Score. Put this in the Overall Score box.				Total _____ 5	Overall Score = _____
Any other comments you would like to make:					

# THE SCALE ASSESSES 5 CORE LIFE SKILLS.

## SKILL 1

Ability to  
**take initiative**

---

## SKILL 2

Ability to  
**solve problems**

---

## SKILL 3

Ability to  
**interact with one another**

---

## SKILL 4

Ability to  
**manage conflict**

---

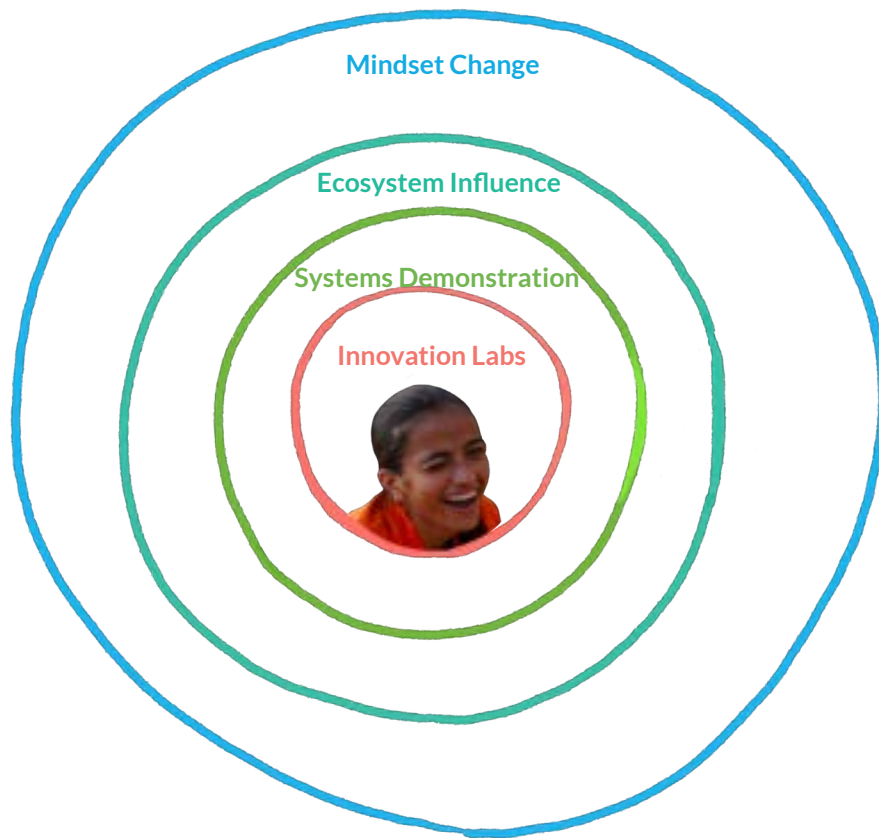
## SKILL 5

Ability to  
**understand and follow instructions**

# THE LSAS CAN BE USED FOR:

- Getting a Life skills profile for each child
- Looking at five different Life Skills to see relative strengths in each student
- Letting the parents, teachers, and children to see progress visually
- Comparing the scores of each child with the average scores for their age group
- Finding out how effective interventions are at increasing Life Skills among disadvantaged children/youth

# WHAT CAN DREAM A DREAM OFFER:



## Innovation Labs

- Establishes model of education based on thriving in both school and out-of-school educational settings and learning spaces.
- Focuses on developing curriculum, pedagogy, and assessment -going beyond academics and focusing on how young people make life choices.
- Codifies principles and approaches to fully embed thriving and Life skills in a school system or learning space
- Broadens the scope of Life skills using creative approaches for children from Marginalized communities

## Systems Demonstration

- Demonstrates how children can thrive within existing education systems by redesigning curriculum, pedagogy and assessments.
- Develops and codifies thriving and Life skills benchmarks for teacher training, curricula creation, teacher and student assessments that promote thriving in students

## Eco-System Influence

- Brings together systemic players in the education ecosystem to shift the narrative towards thriving as the purpose of education through partnerships and collaboratives.
- Creates tool to measure thriving metrics, specifically for a child from adversity, and advocate for its use among practitioners and governments in India and the Global South

## Mindset Change

- Builds strong advocacy to shift mindsets to Thriving as the purpose of Education
- Strengthens evidence-informed practice to create existing practices

## 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

\_\_\_\_\_ 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

## 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

**AUTHORS:** **Sreehari Ravindranath PhD** (Associate Director, Research & Impact),  
**Varsha Pillai** (Associate Director, Communications) ,  
**Pavithra KL** (Associate Director, Innovation Labs),  
**Bhavani Arumugham** (Associate Director, Teacher Development Programme)

**DESIGN:** **Anusha S. Raichur** (Illustrator, Graphic Designer)



[www.dreamadream.org](http://www.dreamadream.org)

No. 398/E, 17th Cross, 9th Main Rd, Jayanagar  
East, Jayanagar, Bengaluru, Karnataka 560011

080-4095 1084