

Government College of Education, Sector 20, Chandigarh

A Report on Online Intensive Discussion Programme on National Education Policy, 2020

Day 1: 2nd September, 2020

Government College of Education, Sector 20, Chandigarh initiated an Online Intensive Discussion Programme on National Education Policy, 2020 on 2nd September, 2020 to be carried out till 17th September, 2020. The programme started with a formal welcome of Principal Madam Dr. (Mrs.) Renu Verma, GCE20, Chandigarh by Dr. A.K. Shrivastava, Dean, GCE-20, the Coordinator of the programme. To seek blessing from almighty Saraswati Vandana was sung by Dr. Aarti Bhat. To start with, an introduction of the whole programme from 2nd to 17th September 2020 was given by the Dr. A.K.Shrivastava, Dean, GCE20, Chandigarh.



Dr. (Mrs.) Renu Verma, Principal, GCE congratulating the coordinators and presenting her views on National Educational Policy-2020

Dr. (Mrs.) Renu Verma, Principal, GCE20, Chandigarh congratulated the staff members and the coordinators for the creative discussion on such an important topic in the field of education. She gave an outline of the policy and emphasized on the development of natural tendency of the child to nurture and sharpen their skills. Importance of identification of individual differences among students and facilitating them according to individual needs was also stressed upon including the aspect of inclusivity in the field of education.

The discussion session was initiated by **Dr. A.K. Shrivastava**, Associate professor, Dean, GCE20, Chandigarh. He highlighted the fundamental principles and guidelines of NEP-2020 for attaining the desired goals for the proper implementation of the policy. He discussed **NEP, 2020 Chapter 1: Early Childhood care and Education: The foundation of learning and Chapter 2: Foundational Literacy and Numeracy: An urgent and necessary prerequisite to learning**. He said that ECCE will be able to attain optimal outcomes in the domains of physical, cognitive, socio-emotional, artistic development and the development of communication skills among the children. He highlighted the benefits of new reform in school education as the fragmentation of the time span has been restructured as 5+3+2+2 instead of 10+2. The formative years of education in the form of early childhood care should be given importance as it lays the foundation of learning. Foundational literacy in the form of numbers and language skills should be embedded in pre-school phase. The importance of generating tech-savvy environment in schools and higher education was also emphasized.

To ensure that every student learns in a proper manner, there has to be a robust system of continuous formative and adaptive assessment to trace the progress of each and every individual-this point was stressed upon by him. A national repository of high quality resources on foundational literacy and numeracy will be made available on Digital Infrastructure on Knowledge SHaring (DIKSHA). He also talked about the provision of nutrition and health of the children through regular health checkups at institutional level, so that they learn optimally. He asked each one to take teaching not as a job but a social responsibility in the form each one teach one, so that the loop goes on to fulfill the aim of universalization of education with high quality and equity.

Further, **Dr. Sapna Nanda**, Vice Principal, GCE20, Chandigarh presented an overview of the New Education Policy, 2020. She said that the national education policy is a comprehensive framework from elementary education to higher education as well as vocational training in both rural and urban India. She discussed about the gradual succession of Indian education system through various policies, constitutional provisions and amendments since independence till the present time. She presented an enthusiastic view about the policy aiming to transform India's education system by 2040 and make India a global knowledge superpower. She highlighted the importance being given to age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child. She also talked about the concepts of universalization of education, funding, curricular structure and examination reforms.

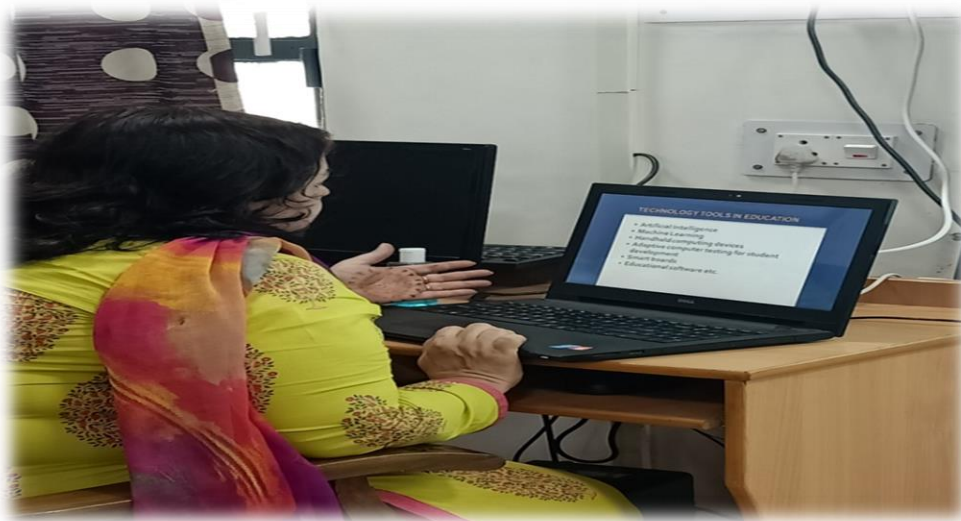
Multidisciplinary education along with credit based higher education was also highlighted in her discussion.



***Dr. A.K. Shrivastava, Dean, GCE and Dr. Sapna Nanda, Vice-principal, GCE
sharing their views on various aspects of National Education Policy, 2020***

Day 2: 3rd September, 2020

Dr. Anjali Puri, Associate Professor, GCE20, Chandigarh discussed **Chapter 23: Technology use and integration NEP 2020**. She reaffirmed that India is a global leader in ICT and space technology. She further added under the digital India campaign it is proposed that India becomes a digitally empowered knowledge economy. For this technology has a vital role in the improvement of educational processes and outcomes. Furthermore National Educational Technology Forum will be created to facilitate the induction deployment and use of technology at all levels of education by involving all the stake holders as providing independent evidence-based advice to Central and State Government agencies on technology-based interventions, building intellectual and institutional capacities in educational technology, maintain a regular inflow of authentic data from multiple sources including educational technology innovators and practitioners and organizing multiple regional and national conferences, workshops, etc. to solicit inputs from national and international educational technology researchers, entrepreneurs, and practitioners etc.



She also highlighted the purposes of the thrust of technological interventions. In addition, she stressed upon the Present education system's inability to cope with these rapid and disruptive changes individually and nationally and that to tackle it NETF will categorize emergent technologies based on their potential and estimated timeframe for disruption, and to periodically

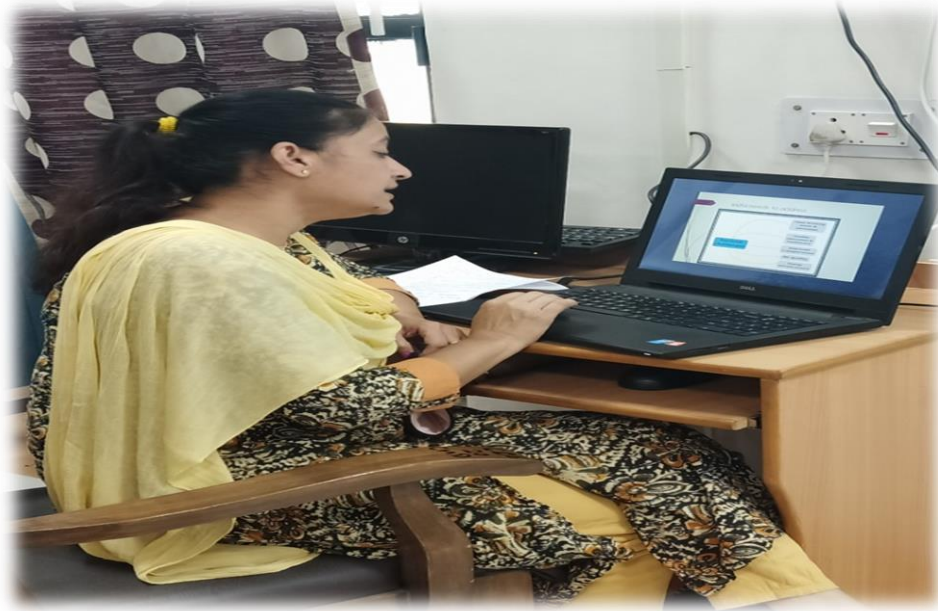
present this analysis to MHRD. DIKSHA/ SWAYAM platform shall be made available to the teachers at school so as they integrate e-contents into teaching.

She also spoke regarding National Research Foundation advancing international research efforts to address global challenges in areas such as education, healthcare, agriculture, and climate change using AI. and the universities offering Ph.D. and Masters programs in core areas of technology such as machine learning and its implications in other areas like health, agriculture and law.

She concluded with the idea that Data is a key fuel for technologies, and it is critical to raise awareness on issues of privacy, laws, and standards associated with data handling and data protection, etc. It is also necessary to highlight ethical issues surrounding the development and deployment of technologies. Education will play a key role in these awareness raising efforts. Technology Integration in Education can go a long way for Sustainable growth of human society.

Dr. Balwinder Kaur, Associate Professor, GCE20, Chandigarh presented her views on **Chapter 17: Catalysing quality academic research in all fields through a new National Research Foundation**. She elaborated on the need of knowledge creation and research in growing and sustaining economy, uplifting society and achieving excellence in every field. There is a need of robust ecosystem of research taking into account the areas of climate change, population expansion, digitalisation, biotechnology and the rise of machine learning. She also brought into account a lesser investment being put in the area of research and development in India which is only 0.69% of the GDP in comparison to other global leaders.

It was further emphasized that the research in the field of science and technology should be done in collaboration with social sciences and humanities keeping in mind the socio-cultural and environmental dimensions of the nation. She also discussed about Comprehensive Approach in education through Quality and quantity of research, Play way and discovery based style of learning, Career counselling in schools, Multidisciplinary in higher education, Research in universities, Inclusion of research and internship in the undergraduate curriculum and Faculty career management system.

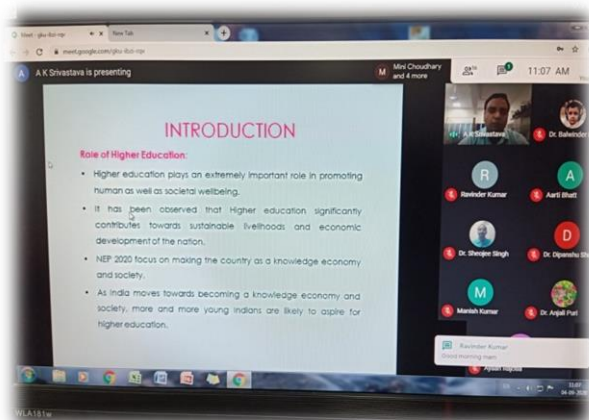


Highlighting the role of National Research Foundation (NRF) to enable a culture of research to permeate through our universities, provide a reliable base of merit-based but equitable peer-reviewed research funding, helping to develop a culture of research in the country through suitable incentives for and recognition of outstanding research, by undertaking major initiatives to seed and grow research at State Universities and other public institutions where research capability is currently limited she added that 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.

In addition, the best teaching and learning processes in higher education occur in the environment where there is a strong culture of research and knowledge creation. She added that research and knowledge creation in disciplines ranging from science and mathematics, art and literature, medicine and agriculture, phonetics and language should be focused upon in a synergized way. She also informed about National Research Foundation, its goals and activities independent of the government by a rotating Board of Governors consisting of the very best researchers and innovators across fields.

Day 3: 4th September, 2020

Dr. Anurag Sankhian, Associate professor, Government College of Education, Sector 20 D, Chandigarh shared his views on **Chapter 9: Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education system**. He affirmed that NEP 2020 focuses on making the country as a knowledge economy and society. He conveyed that higher education plays an extremely important role in promoting human as well as societal well being. It has been observed that Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. He discussed present gross enrolment ratio (GER) and concerns in higher education in India (GER = 26.3%).



He added that NEP mainly focuses on developing character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity and spirit of service. Preparing students for more meaningful, satisfying lives, work roles and enable economic independence. He also brought into highlight some of the major problems which the higher education in India faces. He also stressed upon NEP's recommendations on identifying set of skills and values for incorporating at each stage of learning, from pre-school to higher education. In addition, a severely fragmented higher education with a less emphasis on development of cognitive skills and rigid separation of disciplines also finds a limited access among the disadvantaged sections of the society which is a threat for nation's overall development. This policy envisions solutions to the existing challenges by moving towards multi-disciplinary approach in autonomous institutions of higher education.

He added that the policy focuses on making the country a skilled nation that can find and implement robust solutions to its own problems and that the higher education

must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. He said that policy is aspirational and broad-based, projects quality in education as a right of every learner and recognizes education as a service. He declared it as revolutionary structural reforms suggested at the higher educational level and it calls for an overhaul of the higher education system in India, offers partnerships and makes recommendations to attain transparency to build an environment of trust.

Dr. Meena, Associate Professor, GCE20, Chandigarh shared her views on **Chapter 19: Effective Governance and Leadership for Higher Education institutions**. She started the discussion with the role of effective governance and leadership in creating a culture of excellence and innovation in higher education institutions. This will be done in a phased manner by adopting a suitable system of graded accreditation and autonomy and the policy aims that all (HEI) Higher educational institutions will become independent and self-governing.

She focused on the role of board of governors (BOG) in this regard. It was further added that BOG will consist of a group of highly qualified competent and dedicated individuals having a strong sense of commitment towards the institution. The BOG will be empowered to make appointments including the head of the institution, and take all the decisions regarding the rules and regulations.

She also added that there shall be an over arching legislation that will supersede any contradiction with regard to BOG. The BOGs shall be accountable to all the stakeholders by disclosing all the relevant records to Higher Education Council of India through national higher education regulatory council. The institutions will be provided with adequate funding, legislative enablement and autonomy in a phased manner for engagement with local communities and formulating a strategic institutional plan.

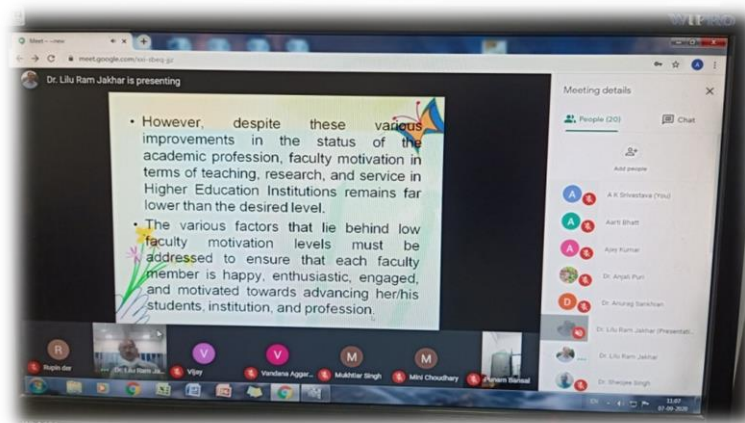


Day 4: 7th September, 2020

Dr. Lilu Ram Jakhar, Associate Professor in Physics, Government College of Education, Sector 20 D, Chandigarh shared his views on NEP 2020 **Chapter-13: Motivated Energized and Capable Faculty**. He talked about various initiatives been introduced in the past several years regarding improvisation in higher education like systematizing the process of recruitment and career progression, ensuring equitable representation from various groups in hiring of the faculty, providing faculty with professional development opportunities etc. He also emphasized the various factors that lie behind low faculty motivation levels, which must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession.

He highlighted that as per the policy, all Higher Education Institutions will be equipped with the basic infrastructure and facilities like clean drinking water, clean working toilets, learning resources, offices, libraries, laboratories, and pleasant classroom spaces and campuses, access to educational technology that enables better learning experiences. He also shared his views on policy recommendations like empowering the faculty, Creating Excellence through Incentives, Deriving Excellence through Recruitment and Promotion, emphasis given on Performance Assessment, Importance of the Institutional Leadership.

He concluded with the idea that the NEP-2020 aspires to create a pool of energized, motivated and faculty of leaders to take the engine of growth and human development in our country forward. The ideas and measures suggested by NEP 2020 are quite idealistic. The time only will tell to what extent these ideas work at the ground level. The incentivization, performance assessment along with accountability is the need of hour for energizing our teachers.



Dr. Vandana Aggarwal, Associate Professor, Government College of Education, Chandigarh presented critical analysis of NEP 2020 **Chapter 12: Optimal Learning Environments and Support for Students**. She started with emphasis being given to positive, productive learning environments of institutions for students' academic, emotional and social success in life.

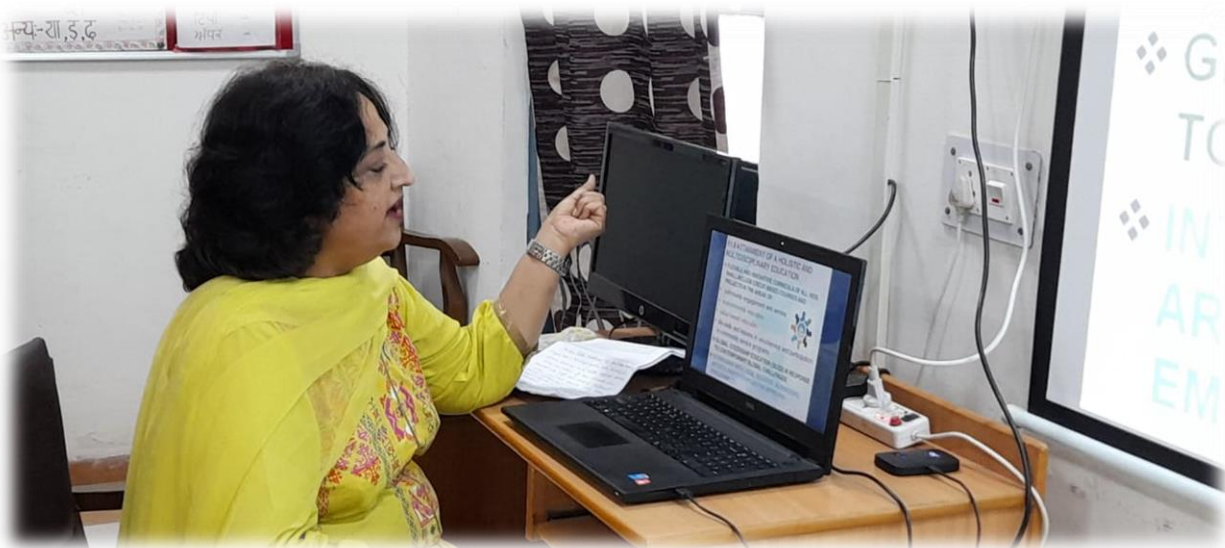


She shared the policy suggestions regarding essentials of effective learning like appropriate curriculum, High quality engaging pedagogy, continuous formative assessment, adequate student support, providing suitable resources and infrastructure etc. She also talked about the various elements of Quality Education as Curriculum, pedagogy, assessment and student support, special programmes devised for gifted students. She said that there is a prominent role of institutions and faculty in development of autonomy for innovation in curriculum, pedagogy, and assessment as ensuring consistency across institutions and programs and across the ODL, online, and traditional 'in-class' modes and designing curriculum and pedagogy for stimulating and engaging learning experience, creating strong internal systems ensuring holistic development and for supporting diverse student cohorts in academic and social domains both inside and outside formal academic interactions in the classroom, Capacity building and training of Faculty for multiple roles : teachers, mentors and guides, Encouragement and support to students from socio-economically disadvantaged backgrounds to make a successful transition to higher education and so on.

She emphasized on importance of the modes of Internationalization, increasing Student participation and policy initiatives to provide financial support for students. She concluded with the remarks that in order to realize the dream of becoming knowledge super power, India needs a strong human resource foundation, in the form of creative, energetic and efficient young people.

Day 5: 8th September, 2020

Dr. Punam Bansal, Associate Prof.(botany), Government College of Education, Sector 20, Chandigarh shared her valuable views on NEP 2020 **Chapter 11: Towards a More Holistic and Multidisciplinary Education**. She discussed about the long tradition of holistic and multidisciplinary learning like Takshashila and Nalanda and also about Banabhatta's Kadambari (64 kalaas) in detail. She emphasized on the STEM programmes as well as positive outcomes of integration of humanities and arts as means for development of creativity and innovation, critical thinking and higher-order thinking and problem solving abilities, teamwork, communication skills, more in-depth learning of curricula across fields, increase in social and moral awareness, and enjoyment of learning.



The aim of a holistic and multidisciplinary education as to develop all capacities of human beings in an integrated manner, to develop well-rounded individuals that possess critical 21st century skills in various fields, for rigorous specialization in a chosen field or fields was emphasized upon. She said that to lead the country into the 21st century a holistic and multidisciplinary education is the need for the education of India. She also discussed about flexible curricular structures that graduate-level, master's and doctoral education in large multidisciplinary universities, would provide rigorous research-based specialization besides providing opportunities for multidisciplinary work.

She also focused upon adjustment of the structure and lengths of degree programs, different designs of master's programs, setting up of MERUS (multidisciplinary education and research

universities), focus on research and innovation. She concluded with a critical aspect of the policy as the factors of Employability, Seriousness of students, Recruitment of faculty, Infrastructure upgrading, Research funding and quality of research at HEIs.

Dr. Rajni Thakur, Assistant Professor, GCE20, Chandigarh presented her views on NEP 2020 **Chapter 24: Online and digital education: ensuring equitable use of technology**. She discussed that as in the present time we all are experiencing the fastest mode of education i.e. digital and online modes of teaching and learning in this situation of maintaining social distance as a precaution but what would have lead to the focus of NEP 2020 on the online and digital platforms for education is important to be understood. The world has been experiencing the epidemics and pandemic situations from decades. So it is not for the first times that such a situation had arise but the Pandemic Covid-19 had lead to an awakening in the field of education not to look upon technology as a teaching aid but a tool of transformation in the situations of need like this one.



Technology has benefits as well as potential risks and dangers. In the meantime, the existing digital platforms must be optimized and expanded to provide quality education for all. She

highlighted that the digital divide needs to be eliminated through efforts, such as the Digital India Campaign addressing concerns of equity. She also highlighted that the policy recommends formation of National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas and assist in use of new technologies like artificial intelligence, block-chain, machine learning, smart boards, computing devices and enhance educational access for disadvantaged groups and streamline educational planning, administration and management. In addition, the Central Institute of Educational Technology (CIET), NIOS, IITs and NITs in country would also be part of it. Regarding Digital infrastructure she talked about open, interoperable, evolvable, public digital infrastructure in the education sector that will ensure that the technology-based solutions do not become outdated with the rapid advances in technology. She made a point that the appropriate existing e-learning platforms such as SWAYAM, DIKSHA, would be used to develop tools for monitoring progress of learners. The creation of digital repository for coursework, Learning Games Augmented Reality and Virtual Reality has also been suggested in multiple languages.

She also discussed some existing apps like Aurasma, Kahoot, Seesaw and Google classroom that fulfill the desired aims. She highlighted that the NEP 2020 acknowledges the reality of unmotivated and dis-spirited Indian teacher and proposes to completely overhaul the teaching profession to create a robust merit-based structure of tenure, salary, and promotion, that incentivizes and recognizes outstanding teachers. It gives Teachers an autonomy in selecting appropriate pedagogy and encourages them to also ensure socio-emotional learning of their students, which is a critical aspect of holistic development turning teachers into high-quality online content creators. She also discussed about the policy recommendations regarding addressing the digital divide, Virtual Labs, Training and incentives for teachers, Online assessment and examinations, Blended models of learning, Laying down standards and formation of a Dedicated E-Education Unit to support digitalization of education.

Day 6: 9th September, 2020

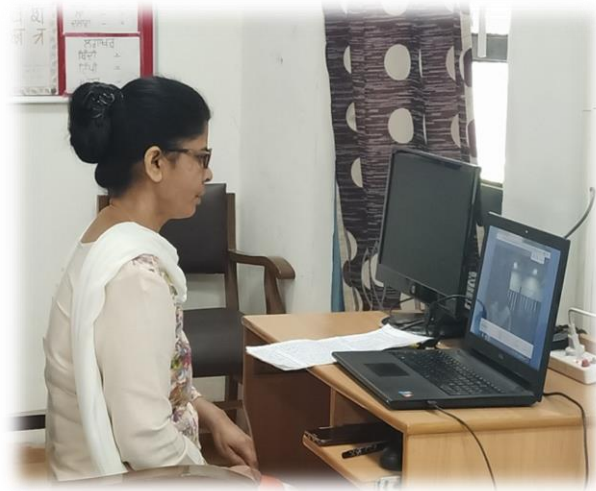
Dr. Vijay Phogat, Associate Professor, GCE20, Chandigarh gave his presentation on **Chapter 15: Teacher Education**. He shared historical background of teacher education programme right from the Vedic period till present time and highlighted various recommendations which were proposed by the earlier education policies and education commissions. He added that teacher education is important in creating school teachers who will shape up the next generation. He argued that the regulatory efforts to improve the quality of teacher education programmes have not been successful and the malpractices are still prevalent which hinder the quality of these programs. In order to improve and reach the levels of integrity and credibility to restore the prestige of teaching profession, regulatory system needs to be enabled for taking strict action against substandard and dysfunctional teacher education institutions. For this the policy suggests that by 2030 teacher education institutions will be integrated with multi-disciplinary educational institutions.



He stressed upon the restructuring of current teacher education programmes and said that four year integrated B.Ed. will be implemented by HEIs by 2030 and this programme shall be a mandatory educational qualification for recruitment as school teachers. The HEIs may also run a two year B.Ed. degree for students who have received bachelor's degree in a specialized subject. A one year B.Ed. degree will also be given to the candidates who have received a four year undergraduate degree in a specialized subject.

To maintain the uniform standards in teacher education programs, admission to such courses will be given after taking aptitude test by NTA. Enriched faculty with specialization in their subjects will be recruited in such institutions. He concluded with his remarks on importance of continuous development of teacher educators.

Second presentation was given by **Dr. Kusum**, Associate Professor, GCE20, Chandigarh. She deliberated on the topic **“Promotion of Indian Languages, Art and Culture” – Chapter 22** of National Education Policy 2020. She started with the enriched culture and diverse languages and art works as the basis for the overall development of an individual. She further added that cultural awareness and linguistic expression are the competencies which are important for the children as these help in building their sense of identity and belongingness.



She advocated that languages should be given due weightage in the curriculum as it helps in fostering cognitive and creative development and a wide array of languages should be offered to the students at all levels of education so as they get the freedom to learn and explore new languages. This will help them to get an idea of enriched and diverse culture of India. A proper support system in the form of reading material and dictionaries should be widely disseminated in the schools and higher educational institutions so as the languages remain alive in functional form.

She also emphasized that there has been a severe scarcity of skilled language teachers in India. For this, more experienced and skilled language teachers with enriched vocabulary and dexterity of grammatical aspects of languages should be recruited. Outstanding local artists,

writers, crafts persons and other experts can also be hired as instructors in various subjects of local community. Private HEIs should be encouraged and incentivized to use Indian languages as medium of instruction. She further recommended that B.Ed. degree programme should be offered in bi-lingual medium. There is an urgent need of expansion in translation and interpretation of rich text material which was written since the historical times. For this purpose IITI (Indian Institute of translational and Interpretation) needs to be empowered with proper resources and technology. She also emphasized on inclusion of Sanskrit language in the mainstream curriculum to become a natural part of a holistic and multidisciplinary higher education. She concluded with her presentation on the note of encouraging people of all ages to study Indian languages, arts and culture by providing them scholarships if they undertake courses in such fields.

Day 7: 10th September, 2020

Dr. Nisha Singh, Assistant Professor, GCE20, Chandigarh shared her valuable views on NEP 2020 **Chapter 21: Adult Education and Life-long Learning**. To start with she gave an Overview of Special Programmes in the sphere of Adult Education since independence. Then she talked about the basic right of every citizen of being literate and attaining basic education to become powerful force multiplier which greatly enhances the success of all other developmental efforts as there is high correlation between literacy rates and per capita GDP. She discussed the hazards of being a non-literate member of a community as not being able to carry out basic financial transactions, compare the quality/quantity of goods purchased against the price charged, being aware of one's basic rights and responsibilities as a citizen of India etc.

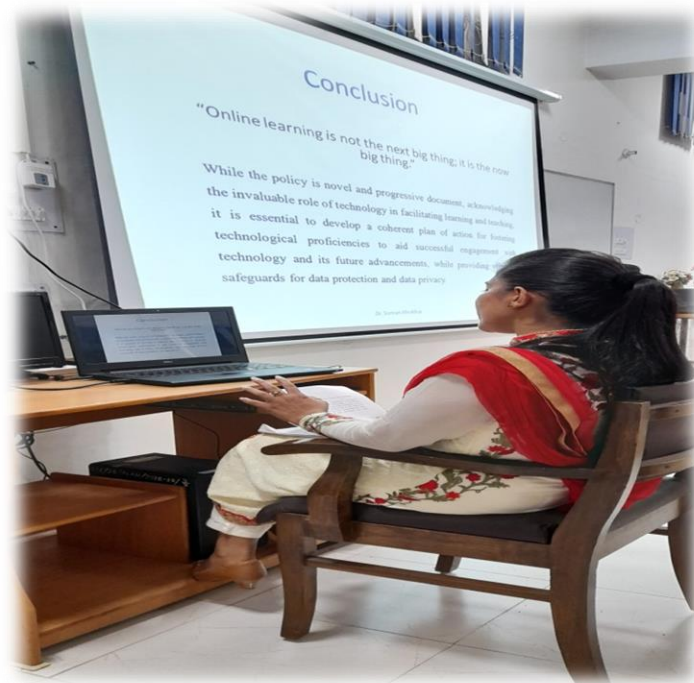


She emphasized on policy propositions regarding programmes included in the curriculum framework as foundational literacy and numeracy, vocational skills development, critical life skills, continuing education, basic education etc. She added that Adult Education Centres (AECs) have been asked to share their infrastructure with schools (after school hours and on weekends), ICT equipped public libraries, public institutions such as HEIs, vocational training centres, etc. The NEP stresses that teachers be trained, qualified community members be integrated and that States will also work with NGOs and other community organizations to enhance efforts towards literacy and adult education.

She also stressed on the policy aspects of Role of Social workers/counsellors, Strengthening and Modernizing Libraries, Quality technology-based options for adult learning such as Apps, Online courses/ modules, Satellite based TV channels, Online books, Online or blended mode of learning, ICT-equipped libraries, Adult Education Centres etc.

She concluded with Teachers' Contribution in the form of Being a part of AEP by taking on "Each one teach one" strategy, motivating pupil teachers and community members to act as volunteers/tutors, Developing tailor made content/modules for adults, Developing customized strategies and methods for teaching adults, Carrying out research in the field and acting as a role model for students and society.

Dr. Suman Khokhar, Assistant Professor, GCE-20D, Chandigarh presented her views on NEP-2020 **Chapter 3: Curtailing dropout rates and ensuring universal access to education at all levels and Chapter 23: Technology Use and Integration**. She discussed about the policy initiatives regarding Investment in resources such as infrastructure and teachers for students till Grade 12 as well as ensuring social workers and counselors are made available to students, so they can address factors contributing to dropout rates.



She recommended that an emphasis should be given to rigorous tracking of 100 percent of children, through a technology-based platform to ensure no one is left behind and encouraging different public-private partnership school models to curtail the number of dropouts and out-of-school children.

In context of chapter 23, she discussed about relationship between technology and education at all level is bi-directional, technology will impact education in multiple ways which cannot be seen at present time, an autonomous body “The National Educational Technology Forum” (NETF) will be created, NEFT will maintain its relevance in the fast changing fields of E.T., Thrust of technological interventions, educational software DIKSHA/SWAYAM , attention to emerging disruptive technologies, Artificial Intelligence (AI) 3D/7D Virtual Reality, consideration of three –pronged approach in the context of AI by NRF, Research on disruptive technologies and creations of initial versions of instructional material by HEIs, Ph.D. and masters programmes in core as well as in multidisciplinary fields, Schooling and continuing education will assist in raising the general populace’s awareness of disruptive effects, with their dissemination using platform like SWAYAM, Highlight ethical issues surrounding the development and deployment of AI based technologies. Key concerns- Guidance and plans to build up the prerequisites required to handle the technology Coding as a compulsory subject in the middle stage, Privacy concerns, Threat of intellectual property, Cyber bullying and cyber stalking.

Day 8: 11th September, 2020

Dr. Rupinder Kaur, Assistant Professor, GCE20, Chandigarh shared her views on NEP 2020 **Chapter 1: Early Childhood Care and Education: A Foundation of Learning**. She discussed that 85% of child's cumulative brain development occurs prior to the age of 6 in order to ensure healthy brain development and growth. The policy also focuses on developing social capacities, sensitivity, good behavior, courtesy, ethics, personal and public cleanliness, teamwork and cooperation and that the overall aim of NEP will be to attain optimal outcomes in the domains of physical and motor development, cognitive development, socio-emotional-ethical development, cultural/ artistic development and the development of communication and early language, literacy and numeracy.



She further added that the overarching goal of NEP will be to ensure universal access to high quality ECCE across the country in a phased manner. Special attention and priority will be given to socio-economically weaker sections of the community. She further added that the NEP-2020 recommends that Children in Anganwadi Centers shall take activity-filled tours and meet the teachers and students of their local primary schools, in order to make transition from Anganwadi Centers to primary schools a smooth one. Anganwadis shall be fully integrated into school complexes/ clusters, and Anganwadi children, parents, and teachers will be invited to attend and participate in school/school complex programmes and vice-versa. In addition to it, prior to the age of 5 years every child will move to “Preparatory Class” or “Balavatika” before class 1,

which will have ECCE qualified teacher. The learning will be based primarily on play- based learning with focus on developing cognitive, affective and psychomotor abilities and early literacy and numeracy. The mid-day meal programme shall also be extended to preparatory class in primary school along with health check-ups and growth monitoring. She concluded with the remark that guidelines to support gifted students / students with special talents will also be developed by the NCERT and NCTE as per this policy. Olympiads and competitions in various subjects will be conducted across the country with clear coordination and progression from school to local to state to national levels, to ensure that all students may participate at all levels for which they qualify.

Mr. Ravinder Kumar, Assistant Professor (GCE-20 D) Chandigarh presented his views on **Chapter 7: Efficient Resourcing & Effective Governance Through School Complexes/ Clusters**. He highlighted that SSA (Samagra Shiksha Abhiyan) is ensuring the universal access to primary education in India. Large number of primary schools has been established during last decades. But according to U-DISE data 2016-17 only 28% public primary schools & 14.8% upper primary schools have less than 30 students, average number of students per grade in elementary schooling system is about 14 & in some schools it is 6 and during 2016-17 (1,08,017) schools were single teacher schools out of which 85743 were primary schools.

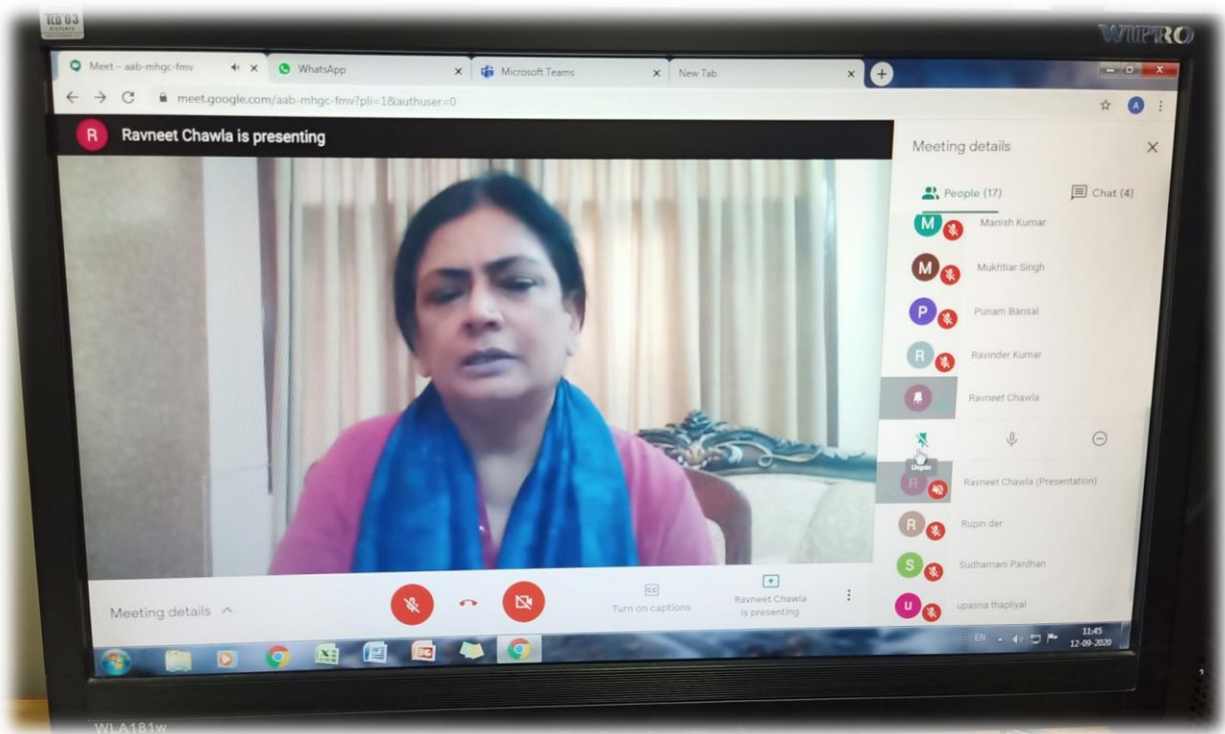


He also discussed problems occurring due to small size schools such as difficulties in deployment of teachers & provision of critical physical resources and teachers teaching multiple

grades/subjects at a time without any prior background. He also emphasized about innovation strategies to be adopted by grouping/rationalizing schools by state/UT governments by 2025. To fulfill this aim, adequate number of counselors/trained social workers & teachers especially for art, music, science, sports, language, vocational subjects will be recruited and adequate resources such as library, science-labs, computer-centres, skill labs, playgrounds, sports equipments & facilities would be identified and developed. Under innovative mechanism, generating a sense of community for teachers, students & schools through joint professional development programmes, sharing of teaching learning content, joint content development, joint art & science exhibitions, sports meets, quizzes, debates & fairs have been emphasized. In addition, benefits of school complex/clusters & sharing of resources, resource efficiency & empowering school system, structural aspects of school complex/clusters including DSE, DEO & BEO , NCF & SCF, school development plans & school complex development plans, school complex development plan, role of directorate of school education (DSE, pairing of public and private schools to enhance cooperation & positive synergy and establishment/ opening of bal bhavans were also discussed. He concluded with the remark that on ground we, the teachers, have to be active and devote ourselves with dedication for upliftment of education system with the support of policy makers and institutions.

Day 9: 12th September, 2020

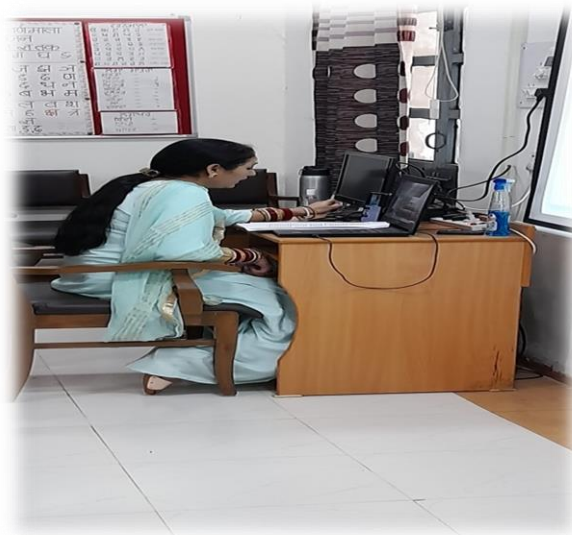
Dr. Ravneet Chawla, Associate Professor, GCE20, Chandigarh shared her views on **Chapter 1: Early Childhood care and Education: The Foundation of learning**. She started her presentation by asserting that 85% of a child's brain development occurs prior to the age of 6, this indicates the importance of appropriate care and stimulation of brain in early years in order to ensure healthy development and growth. The policy emphasizes on universal provisioning of quality early childhood development and care and proposes that all the students entering grade 1 would receive ECCE by the year 2030.



ECCE consists of flexible, multifaceted play-based, activity based and enquiry based learning. A national curricular and pedagogical framework for ECCE for children upto the age of 8 shall be prepared by NCERT. It will consist of separate frameworks for age groups 0-3 years and 3-5 years. She added that ECCE learning will comprise of alphabets, language, numbers, counting, colours, puzzles, indoor and outdoor play, logical thinking, drawing, problem solving, visual art, craft, drama and puppetry, music and movement. It would also include development of social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork and cooperation.

The focus will be on physical and motor development, cognitive development, socio-emotional-ethical development, cultural development and development of communication and early language, literacy and numeracy. For attaining the aims, the institutions like anganwadis will be co-located with primary schools. Pre-primary schools and stand alone pre schools would recruit workers/ teachers specially trained for ECCE. These anganwadi centers will be provided high quality infrastructure and play equipments and teachers. It is envisaged that before attaining the age of five every child will move to a preparatory class or bal-vatika. Health checkups and growth monitoring of children will also be made available at this stage. She further added that teachers will be trained through a new framework developed by NCERT. Anganwadi workers with lower educational qualification will undergo a one year diploma course related to ECCE. Teachers with 10+2 qualification will have to undergo 6-month certificate/diploma course, ashramshalas will be constructed in all formats of alternative education. In concluding remarks she praised NEP-2020 for recommending construction of special task force for integration of ECCE in mainstream primary school education system.

Dr. Aarti, Assistant Professor, GCE20, Chandigarh presented her views on NEP 2020 **Chapter 26- Financing: Affordable and quality education for all**. She discussed Education – as the best investment for a society for its up gradation, up-liftment and continuous development and compared the public expenditure on education since 2013 till 2018 from 3.84% to 4.43%. She also stressed that India over the last 5 years has been hovering around 3% of GDP only so far as expenditure on education is concerned.



Approach to addressing Financial Issues was also being highlighted as Approach of the Policy on investment in education through overall public expenditure in education would go up from the current 10% to 20%, over a 10-year period and two important trends of the Indian economy will support these increased investments. First, the rapid pace of economic growth will increase the size of the Indian economy and secondly, the tax-to-GDP ratio is likely to improve. Regarding Approach of the Policy to operational problems and leakage in the financial system of education the Policy will focus on the smooth, timely and appropriate flow of funds, and their usage with probity, clear separation of roles and top priority to the creation and development of human capacity at all levels. In addition, active promotion and support for private philanthropic activity in the education sector in the HEIs, funding for research through the National Research Foundation (NRF), etc will be encouraged. Policy for higher investment to improve quality and equity in education were also discussed as in Public investment to improve quality and equity of education, efficient disbursement and use of public funds - addressing operational issues, Systematic encouragement and opportunity for 'philanthropic' support to education from multiple sources. She concluded by citing different challenges in budget allocation owing to existing issues like digital divide, segregation of students on the basis of demographic divide and various socio-economic factors in higher education.

Day 13: 17th September, 2020

Dr. Sanjeev Jindal, Associate Professor, GCE20, Chandigarh presented his views on **CHAPTER-18: Transforming the Regulatory System of Higher Education**, NEP 2020. He highlighted that regulatory mechanism of higher education has been too heavy-handed for decades, too much has been attempted to be regulated with too little effect. The mechanistic and disempowering nature of the regulatory system has been rife with very basic problems, as heavy concentrations of power within a few bodies, conflicts of interest among these bodies have resulted in lack of accountability.



Thus, the regulatory system was in need of a complete overhaul in order to re-energize the higher education sector and enable it to thrive. He hoped that with the NEP-2020, this prophecy seems to be true. He further highlighted the NEP-2020 recommendation that to address the above-mentioned issues, the regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting be performed by distinct, independent, and empowered bodies and this is considered essential to create checks-and-balances in the system, minimize conflicts of interest, and eliminate concentrations of power. It was highlighted that National Higher Education Regulatory Council (NHERC) will function as the common, single point regulator for the higher education sector including teacher education and excluding medical and legal education, thus eliminating the duplication and disjunction of regulatory efforts by the multiple regulatory agencies that exist at the current time. It will require a relook and repealing of existing Acts and restructuring of various existing regulatory bodies to enable this single point regulation.

Dr. Neelam Paul, Associate Professor, GCE20, Chandigarh shared his views on **Chapter 16: Reimagining Vocational Education**. She asserted that one of the primary reasons for the small numbers of students receiving vocational education is the fact that vocational education has in the past focused largely on Grades 11–12 and on dropouts in Grade 8 and upwards.

She highlighted that Vocational education is perceived to be inferior to mainstream education and meant largely for students who are unable to cope with the latter. This is a perception that affects the choices students make. It is a serious concern that can only be dealt with by a complete re-imagination of how vocational education is offered to students in the future. She added that policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner. NEP emphasizes that 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. This is in alignment with Sustainable Development Goal 4.4 and will help to realize the full potential of India's demographic dividend.

She added that National Skills Qualifications Framework will be detailed further for each discipline vocation and profession. Further, Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. This Framework will provide the basis for Recognition of Prior Learning. Through this, dropouts from the formal National Education Policy 2020 45 system will be reintegrated by aligning their practical experience with the relevant level of the Framework. The credit-based Framework will also facilitate mobility across 'general' and vocational education.

Dr. Sheojee Singh, Associate Professor, GCE20, Chandigarh shared his views on **Chapter 5: The Teacher** and highlighted the various points in the NEP-2020 which very significantly address the issues related to teachers' recruitment, progression, monitoring and incentivisation thereby leading to high-quality inputs by the teachers for sustaining the highest quality of education. Stressing upon the urgency of implementing these recommendations in a time-bound and result-oriented manner, he highlighted how this policy is empowering for the teachers with adequate provisions for infusing the qualities of accountability, responsibility, efficiency and integrity at all levels, thereby creating a system of education second to none globally by 2040.

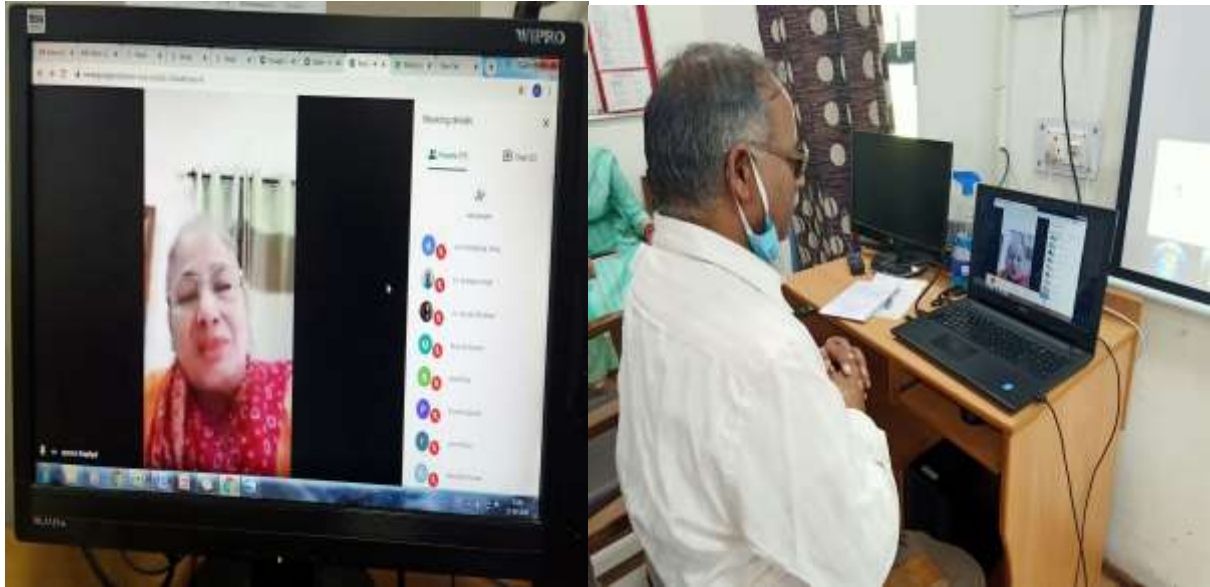


At the end, he also shed light on the importance, boon and bane of NEP, 2020 and gave an overview of the discussion program where the experts from various fields came under one roof for creating awareness and understanding of the NEP, 2020 and becoming a torch bearer to guide the society on educational front.

Summarizing the entire policy document, he highlighted how this policy is highly ambitious, wider in its approach and practical in its steps of implementation to bring a much needed paradigm shift in India's education system with a strong foundation of spirituality and self-dependence. He concluded his presentation with a clarion call to all stakeholders to collaborate in order to ensure that this policy does not fail to attain its objectives as its success will decide a glorious future not only for India but also the world, which is in deep crisis today.

Dr. A. K. Srivastava, Dean of the college and programme co-ordinator expressed his satisfaction over the deliberations of last about 15-16 days and thanked all the members of the faculty in his unique style of erudition and inspiration.

In the end, Dr. (Mrs.) Renu Verma, Principal of the college addressed the faculty members, praised their hard work and gave them blessings to gain new heights in such intellectual endeavours in order to let India become a knowledge superpower/ Jagad-Guru in the years to come.



She appreciated the efforts of the coordinators Dr. A.K. Shrivastava and Dr. Mukhtair Singh and the team for the efficient and smooth conduct of the programme through online and digital platforms continuously for 16 days with enthusiasm. During the event, wearing of masks and compliance of social distancing was strictly followed. The event concluded with rendering of an inspirational poem by Dr. Aarti Bhatt and recitation of National Anthem.