



Regional Employment Exchange Panaji

Model Career Centre Panaji, Goa

Shram Shakti Bhawan, 4th Floor, Potto Plaza, Panaji



REPORT

Regional Employment Exchange, Model Career Centre, Panaji has organized a webinar on **New Education Policy and its Impact on Higher Education in India** on 25th September, 2020 for faculty of Engineering College in coordination with Don Bosco College of Engineering, Fatorda, Madgao, Goa. The objectives of webinar were to create awareness on **Education Policy and how it will impact our higher education in india**.

The speaker for the session was Shri. Manu Sakuniya, Certified and registered career counsellor with NCS and founder of My Career Saathi. He spoke about NEP Aim and objectives, Fundamental Principles of NEP Provision for Higher Education and NEP provision for Higher Education also he discussed about challenges in higher education in india.

Total no. on 33 faculty from Don Bosco College of Engineering, Fatorda, Madgao, Goa had participated for the webinar.

Glimpses of Webinar on Career Progression with SAP, Industry 4.0

The image shows a video conference interface with a presentation slide on the left and a participant list on the right.

Top Panel (Video View):

- REC button
- Participants: Avila Naik and 16 more
- Meeting ID: 11:04 AM
- Participants list (partial): S (Shreyas Simu), N (Neena Panandikar), A (Avila Naik)

Bottom Panel (Control Bar):

- Meeting details
- Microphone, Video, Share screen icons
- Turn on captions
- Present now
- More options

Bottom Window (Presentation View):

- REC button
- Manu Sakunia is presenting
- Background slide content:
 - Background**
 - All the educational policies and initiatives of the Indian State in the past has been focused on **increasing access**. (National Education Policies of 1968 and 1986 (modified in 1992); Sarva Shiksha Abhiyan (now Samagra Shiksha) 2001, Mid Day Meal Scheme 2001, Right to Education Act 2009).
 - Access and enrolment of children has seen rapid advancement over the last two decades in India
 - While primary enrolment is now universal, the need for further access enhancement remains for secondary grades.
 - WHY?** Learning levels of students are low and significantly behind grade-level competencies.
- Participants list (partial): S (Shreyas Simu), N (Neena Panandikar), A (Avila Naik), H (Harshad Pingulkar), J (Janhavi Naik), J (Jyoti Lewis), K (Kala Rajiv Nayak), L (Linda Almeida), M (Manjunath Narwate), M (Manu Sakunia), M (Manu Sakunia (Presentation)), M (Melba Dsouza), M (Merwyn Dsouza), N (Natasha Dsouza)
- Meeting details
- People (29)
- Chat

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Background

- As a result, we see more students dropping out of the education system as they transition from primary to secondary to higher education.
- Those who are able to continue / excel in academics is because of their rote memorization skills (factual and procedural knowledge).
- Hence, most of the students end up become unemployable owing to lack of higher-order skills (creativity/innovation, critical thinking, analytical thinking, problem solving etc). Lack of supportive skills like soft skills (communication, team work, discussion, debate etc) also adds to the misery.

Meeting details ... Turn on captions Manu Sakunia is presenting

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NEP – Aims & Objectives

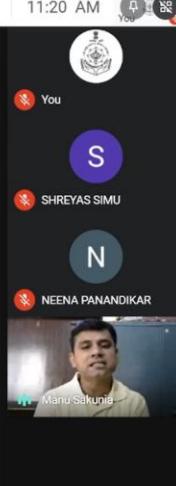
- NEP 2020 is a major shift / departure from the earlier policies as it has put 'quality education' on priority and 'learning outcomes' at the centre of discourse on education.
- The policy is in sync with Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030.
- It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

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NEP – Aims & Objectives

Fundamental Principles

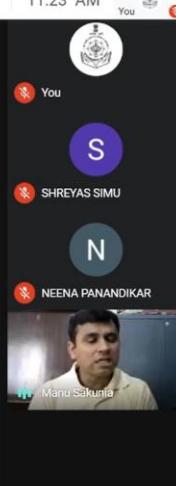
- Recognizing, identifying, and fostering the **unique capabilities** of each student
- Highest priority to achieving **Foundational Literacy and Numeracy** by all students by Grade 3
- **Flexibility** – enabling learners to choose their own career path as per their interest and aptitude
- **No hard separations** between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning
- **Multidisciplinary** and **Holistic** Education



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Challenges in Higher Education in India

- A severely fragmented higher educational ecosystem
- Less emphasis on the development of cognitive skills and learning outcomes
- A rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study
- Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
- Limited teacher and institutional autonomy
- Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders
- Lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines
- Suboptimal governance and leadership of HEIs
- An ineffective regulatory system
- Large affiliating universities resulting in low standards of undergraduate education



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Steps to be taken by all HEIs

- a) Mitigate opportunity costs and fees for pursuing higher education
- b) Provide more financial assistance and scholarships to socio-economically disadvantaged students
- c) Conduct outreach on higher education opportunities and scholarships
- d) Make admissions processes more inclusive
- e) Make curriculum more inclusive
- f) Increase employability potential of higher education programmes
- g) Develop more degree courses taught in Indian languages and bilingually
- h) Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly
- i) Develop bridge courses for students that come from disadvantaged educational backgrounds
- j) Provide socio-emotional and academic support and mentoring for all such students through suitable counselling and mentoring programmes
- k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula
- l) Strictly enforce all no-discrimination and anti-harassment rules
- m) Develop Institutional Development Plans that contain specific plans for

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NEP Provisions for Higher Education

6. Teacher Education

- A majority of stand-alone TEIs - over 10,000 in number are not providing teacher education but are essentially selling degrees for a price (Justice J. S. Verma Commission (2012))
- Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches
- As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.

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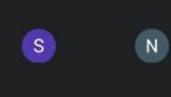
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NEP Provisions for Higher Education

8. Transforming the Regulatory System of Higher Education

- Regulation of higher education has been too heavy-handed for decades. Main reasons - heavy concentrations of power within a few bodies, conflicts of interest among these bodies, and a resulting lack of accountability.
- 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 will be performed by distinct, independent, and empowered bodies.



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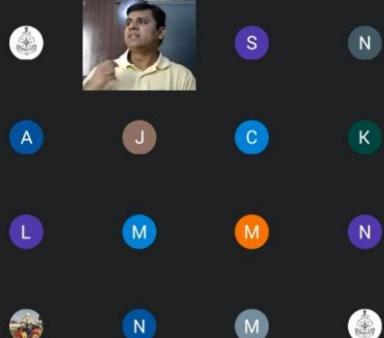
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Conclusion

- Success of NEP at the institute level hinges on the following three things:
 1. Proactive and Comprehensive Planning
 2. Building Infrastructure (Integration of Technology)
 3. Building Capacities and Morale of Faculty



Avila Naik

Thank you Mr Manu for the interesting session and for your time. Very informative.

● REC M Manu Sakunia is presenting

Meeting details

People (28) Chat

SHREYAS SIMU 11:34 AM Hello colleagues

Please post in your questions in the chat box

varsha turkar 11:49 AM Nice session

NEENA PANANDIKAR 11:52 AM wonderful session

You 11:59 AM We would be glad to hear any feedback <https://forms.gle/tysh2ZhfE3vembjG7>

Avila Naik 11:59 AM Thank you Mr Manu for the interesting session and for your time. Very informative.

NEENA PANANDIKAR 12:06 PM Thanks to officials of regional employment exchange..session was indeed very informative..Dr Neena Panandikar:Principal DBOE

Send a message to everyone

SHREYAS SIMU Manu Sakunia

NEENA PANANDIKAR Avila Naik

JYOTI LEWIS CHRISTINA BAR.

MAYA LIN NORONHA MANJUNATH N.

THANK YOU

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Meeting details

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**Office Of the Commissioner
Labour & Employment
Regional Employment Exchange
Model Career Center
Panaji Goa**



*Organizes
Webinar On*

NEW EDUCATION POLICY AND ITS IMPACT IN INDIA

In Coordination with

Don Bosco College of Engineering

Speaker:

Mr. Manu Sakunia
Founder of My Career Saathi

Connect On



Meet

Date: 25th September 2020

Time : 11.00pm to 12.00pm