

Report on Review of Draft National Education Policy 2019

By
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CHRIST (Deemed to be University) shared the Draft National Education Policy 2019 with its faculty and staff in June 2019 for review and comments. The University through the Teaching Learning Enhancement Cell and the School of Education arranged for a series of meetings and panel discussions to encourage a thorough engagement with and a review of the document by the faculty and students.

The Draft National Education Policy is a detailed sweeping policy which includes well articulated goals and objectives, however, the road map requires better articulation to ensure effective implementation. Given below are some of the responses from the Teaching Learning Enhancement Cell at CHRIST which consolidated the reviews and suggestions put forth by the faculty, students, research scholars, and staff.

These responses and comments have been uploaded on the links provided by the Government of India for the same on their website for Innovate India (<https://innovate.mygov.in/innovateindia/>).

Part I- School Education

- **1** Given the changes being proposed through the Early Childhood Care Education, a concern was about how we plan to implement and adopt it. Do we have adequate infrastructure and the facilities required at the moment?
- **1** There was a suggestion to involve social workers and counsellors with pedagogical skills, as well as guidance and counseling skills in early childhood care and also to reduce dropouts. 5+3+3+4 pattern needs to be rethought with pre primary education being kept separate
- **1 and 4.1** New pedagogy which is being suggested is play- and discovery-based learning, introduction of problem based learning would be helpful
- **2.1** Screening of students must also include life skills to assess holistic development. This is in line with both life skills and scholastic skills currently being assessed at the school level under CCE (Continuous and Comprehensive Evaluation) as part of the National Curriculum Framework (NC) for schools. Life skills include working in teams, ethics, integrity etc.
- **2.3** Supervisors must refrain from demanding direct or indirect considerations in return for facilitating approval of scholarly work. Examiners of scholarly work from within or

outside an institution must avoid forming a cartel to ease the approval process for their respective scholars on a quid pro quo basis.

- **2.8** Whistle blowing must have a constructive purpose underlying the reporting. Deliberate and habitual false accusations is itself highly unethical and must be dealt with. Trivial and frequent whistle blowing tendencies may disrupt not only normal day to day administration but also team spirit that may negatively affect academic outcomes.
- **3 and 5** 'The harmful practice of excessive teacher transfers will be halted with immediate effect, to ensure that teachers can build relationships with and become invested in their communities, and so that students have a continuity in their role models and in their educational environments. Transfers will occur only in very special circumstances, to solve two-body or other family related issues, for reasons of large changes in school attendance at a school, or for promotions of outstanding teachers to leadership positions.'(Pg 116) This statement from Section 5 is contradictory to the details in Section 3 which call for best teachers to be sent to areas where dropout rates are high so that students can be engaged in education more effectively.
- **3.1** Avoid subjectivity in disciplinary actions. Levels of unethical conduct and corresponding disciplinary measures based on criteria must be clearly specified. Institution must ensure transparency in the process and faculty should not feel that disciplinary actions are subjective.
- **4.9** Census exams in grades 3, 5, 8, 10, and 12 posits radical changes in the assessment patterns to enhance assessment for learning. Would this be viable?
- **4.2** 'The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and learning how to learn - and away from the culture of rote learning present today.' This is a very welcome shift. However, this shift would require extensive teacher training and retraining for existing faculty which needs to be taken into consideration before implementation.
- **5.1** Making TET mandatory will be a challenge given that the pass percentage is very low currently and only 12% of the candidates cleared it in 2019.
- **5.4** Uniformity of pay structure may pose challenges in terms of motivation for faculty. The policy also recommends periodic reviews for progression which focus on a 360 degree review. As this is a complex process and may give rise to contestations, it is suggested that there be more thought given to a robust grievance redressal mechanism for the teachers
- **6.1** While we work on the inclusion of children from marginalized groups we will also have to incorporate measures to prevent bullying and other forms of harassment.
- **8.4** There is a contradiction between 'no detention' and 'all promotion' policies and the centralized exams being conceptualized
- **8.4** RTE: free and compulsory education to be extended from 3-18 years. How do we ensure that we address the existing issues with the implementation of the RTE first before we expand its scope?

- **8.3** How do we ensure that public and private schools have the same standards? Private schools operating on a not for profit basis, though welcome, would be a challenge in terms of implementation.

Part II- Higher Education

- **9 Quality universities and colleges:** Concern with single discipline universities closing down. While interdisciplinary institutes provide a richer learning experience for the learner, the impact on the people involved with these institutions would be tremendous
- **11 Towards a more liberal education** A discussion on what constitutes liberal education would make the direction stronger.
The broad suggestion to ensure multidisciplinary education is welcome.
A 4 year UG programme would allow for higher focus on research.
Restructuring undergraduate programmes with multiple entry and exit points
- **12 Optimal Learning Environments and support for students** Welcome shift to comprehensive approach to learning through an effective, relevant, engaging curriculum. Student support is also important.
Calls for a shift away from rote learning; needs to be supported by intensive training for faculty who can then train students on HOTS (connect with Policy on Assessment)
National Framework for Learning Outcomes will define Learning Outcomes for all programmes by General Education Council, NHEQF
- **13 Energised, engaged and capable faculty** There is need for empowered and committed faculty . The idea of tenured employment is a welcome shift as it will ensure stability and dedication. However, our concerns include balancing workload, and teacher- student ratio. The terms for promotions seem to be ambiguous, how will merit be defined
Faculty who are empowered, committed are necessary
How do we balance out the necessity of heavy work loads, and teacher student ratios
Trust is very important for faculty empowerment
Tenured employment would aid stability and dedication to teaching: welcome shift
- **15 National Research Foundations Building Research Capacity for all universities and colleges:** The policy seems very ambitious. The draft is promising but it needs to consider certain practical issues such as ways in which faculty can be helped to balance teaching and other responsibilities and at the same time conduct research. HEIs would also have to ensure that they provide a conducive ambience to encourage research. One of the

other major areas of concern is to take measures for effective faculty development that would lead to productive research.

- **15.2** The call for stand alone teacher training institutes to be shifted to multidisciplinary colleges and universities by 2030 may pose existential challenges to the more than 10,000 stand alone teaching institutions.
- The practical issues of balancing work loads with other responsibilities and conducting research will need more thought. How do you ensure the ambience to encourage research? How do we ensure that effective faculty development takes place so as to ensure productive research?

Given the number of universities present in India, the share of funds allocated by NRF for research will be inadequate. Consider focussing on encouraging institutions to spend part of their revenue on research

Use of CSR funds for research

- **15** Concern with teacher education sector and the quality of training offered by institutions. MHRD recommends shutting down poor quality institutes by 2024. Policy to shift away from single disciplinary institutions would result in the shutting down of an overwhelming majority of institutions (90%). Teacher education would be a 4 year BScBED or BABED degree
- **15.2** The call for stand alone teacher training institutes to be shifted to multidisciplinary colleges and universities by 2030 may pose existential challenges to the more than 10,000 stand alone teaching institutions.
- **16.1 Undergraduate Education** Measures to improve Gross Enrollment Ratio for Higher Education should be planned and stated in the policy document. The undergraduate education can also consider promoting teaching as a career choice or profession. This can also start at the school level so that students develop a solid foundation for teaching. For vocational education, separate special vocation training can be extended to backward classes and tier 2 and tier 3 towns.
- **16.2 Capacity planning for Professionals** The meaning of professional education needs to be much broader encompassing all fields of education. For instance, commerce and management education as a profession is not covered in the draft document. Professional courses also need to be aligned with current technology trends and blended with domain skills. Teaching should also be promoted as a profession. career counseling can be provided at school level to manage capacity imbalance in Profession. Rural exposure, rural service / project should be made mandatory before final certification for all professional

programmes. Along with training professionals in areas of public importance, also focus on industrial progression / impetus in those areas

- **16.3 Post graduate Education and Research** PG programmes in universities can be strengthened by collaborating with different professional institutions. Commerce & Management as a profession must be included as a separate section in the policy document. Chartered Accountancy and Company Secretaryship need to be recognized as professional programmes
- **16.4 Faculty** Teacher remuneration must be attractive to draw professionals to teaching as a profession. Professional development modules for teachers that are suggested can be of a minimum 100 hours every year. Teachers also need to be given industry exposure, especially if they are teaching professional courses. This would help them to bring in the industry perspective into their classrooms and also make the sessions more relevant for students.
- **16.6 Agriculture and Allied Disciplines** Govt can give subsidies to promote central agricultural universities. To promote agriculture as a profession, awareness can be created as professional career, attract youth towards agriculture. Agricultural Institutes, in the lines of IISC can be set up.

Part III- Additional Key Focus Areas

- **19.4 and 19.5 Technology in Education**
- **19.4** Assignments to be submitted in blogs so that everyone gets to read what everyone else has submitted. For example, it could be a collaborative class blog.
 - Each week provide your students with a URL that directs them to a word problem, higher-order thinking skills question, or a puzzle to figure out.
 - Make on MOOC or SWAYAM integrated in the assignment / teaching component in subjects suitable.
 - Use online platforms like [canvanizer.com](https://www.canvanizer.com) or Whiteboard for group assignments and knowledge construction which can be done collaboratively
 - Classrooms can be connected online so that so that students can work on projects with other students located elsewhere
 - The usage of G-Suite apps, can bring students to the reality of technology.
 - Create chatrooms for Homework help
 - Develop customised and personalised learning activities to address student's diverse learning styles
 - Use [Poll Everywhere](#) or [Socrative](#) to conduct surveys / polls in class among students.
- **19.5** Teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property

A1 Financing

Public financing

Philanthropic spending

Alumni networks

Is that really practical? How much of philanthropic spending has been used.

We need to allocate higher funds from the government with immediate effect to ensure that education can improve

Audience response:

- Student concern regarding varied assessment across various kinds of organizations allowing students to earn the same degree even though the quality of learning may be different. How do we facilitate transfers of these students across these universities given that the learning may differ.
- Integrated BEd may lack rigor if we reduce the current 5 year pattern down to a 4 year integrated programme

Photographs from Panel Discussion on School Education:





