

## Report of One Day Brainstorming Workshop on “National Education Policy (2019) – Teacher Education (Draft)”

27<sup>th</sup> June 2019



***Programme Coordinator***

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The Government of India had initiated the process of formulating a New Education Policy to meet the changing dynamics of the requirements of the population with regard to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.

The extant National Policy on Education, 1986 modified in 1992 required changes to meet the contemporary and futuristic needs of our large youth population. The draft of New National Education Policy has been recently submitted by the Committee led by the Chairman Dr. Kasturirangan on education policy. One of the objectives of IUCTE is "Support in policy decisions of MHRD". Hence IUCTE is planned for a One Day brainstorming workshop on NPE-2019 with emphasis on Teacher Education.

The National Education Policy 2019 (Draft) with special reference to ‘Teacher Education’ and aspects related to Teacher Education system were discussed in one day “Interactive Brainstorming workshop” held on 27/06/2019, Teacher educators, experts, Principals and faculty of secondary Teacher Education institutions were attended. A detailed discussion on the papers presented, by the different experts was held. Later on these opinions have been consolidated and classified according to the NEP-2019 draft report. These opinions were uploaded in the concerned website, so as to bring the suggestions to the notice of the Draft committee.

**INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION (IUCTE)**  
Regional Institute of Education, Mysore-06  
(National Council of Educational Research and Training)

**One Day Brainstorming Workshop on  
“National Policy of Education(2019)- Teacher Education(Draft)”**

**Programme Schedule**

Venue: IUCTE Hall, RIE, Mysuru.

Date:27.6.2019

SESSION & TIME	Programme
09.30 - 10.00	Registration & Inauguration
SESSION -1 10.00 - 11.00	“Professional Development of Teachers” By Prof. K Dorasami
SESSION -2 11.00 - 12.00	“Issues of Implementing Four year integrated course and moving teacher Education in multidisciplinary Colleges” By Prof. H.S.Umesh
SESSION -3 12.00 - 1.00	“Role of Departments of Education in implementing NEP-2019” By Prof. Ramaa
1.00 - 2.00	Lunch Break
SESSION -4 2.00 - 3.00	“Effective Teacher Recruitment and deployment” By Prof. C.G. Venkatesha Murthy
SESSION -5 3.00 - 4.00	“Establishment of National Research Foundation-Implications” By Prof. C.S. Nagaraju
4.00 - 5.30	Discussion and Valediction

**One Day Brainstorming Workshop on  
“National Policy of Education(2019)-Teacher Education(Draft)”**

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### **Suggestion/ recommendation to be considered and incorporated in National Education Policy -2019**

In the Indian Education presently, professional education has been segregated from General higher education. The establishment of separate universities for medical education, technical education, Law, Agriculture etc., are seen across the nation but professional education is to be provided in multi-disciplinary sections. In higher education institutions a teacher education department is suggested so that the training needs of all faculty of all professional courses shall be met. The idea of suggesting extension of Teacher education courses is a very good idea.

In a single teacher school, if teacher is not there, it cannot be functioned, there are pragmatic challenges.

In the national policy of education 2019, merit based teacher recruitment and promotion is strongly recommended. Though this has many pragmatic challenges, it will bring quality in education. Recruitment through interviews and classroom-demonstration too will bring better quality.

Standalone institutions have to integrate subject area and pedagogy. Composite Institutions will have to deliver the content in the appropriate manner.

The objective of setting up of the National Research foundation' as per the document is 'to catalyze and energetic research and innovations across the country in all academic disciplines with a special focus on seeding and growing research at universities and colleges. Create a conducive atmosphere for research through competitive peer-reviewed quality aspects, funding, monitoring and facilitations

In the Indian context, we generally lag behind in the advancement of research and this accounts to our cultural aspects as well. The new generation students mostly take engineering or medical studies owing to the compulsions from parents. Hence genuine interest in research is almost lost and is not encouraged.

#### **Organization**

- Less scope for educational research (national or international level)
- Education is not a major area of interest.
- It can be studied in sociological perspectives.
- Education can be studied in the economic domain too.
- Educational processes can be looked into from different angles.



- Education as a subject is not imparted in research prospectives.

The document has become a detailed manual-a policy need not have the details of an action plan.

Monitoring: The learned and knowledgeable persons without any age limit can be housed as mentors in the universities for the younger generations to guide in research.

### **Role of Education Department in Implementing NEP-2019**

- Special Education Degree: The current Bachelor of Education in Spl. Education (Hearing Impaired/Mental Retardation etc.) is being recognized by rehabilitation Council of India (RCI) The degree is not considered as equivalent to regular B.Ed programme. Hence candidates with special education find it difficult to secure a job in the regular school: the Spl. Teacher Educators of special education have limited scope for jobs in spl. Schools. The regular schools absorb them as resource teacher with less pay.

Hence it is suggested if B.S Ed (Special Education) and B.Ed(Special education) could get equivalence with that of regular B.Ed programme and spl. Educators could be absorbed into regular schools, more teachers could be drawn towards the teaching.

- Exposure in teaching to be provided to regular B.Ed trainees: So that they can handle the classes of children with special needs effectively.
- Role of Department of Education in Implementing NEP-2019
- The colleges of Education can be merged with the Arts & Science colleges to offer a four years integrated program.
- Admission process for the program can be done based on entrance exam.
- Collaboration should be done between NCTE and RCI to root out the problems of special education courses.
- There should be clarity of Information for the students who want to pursue special Education
- MOU of standalone B.Ed colleges with the Degree colleges is recommended
- Implementation of 4 years integrated programme to be given to only in the central and government colleges.
- Every state should have a Teacher Education University.
- Recruitment regulation for teachers is to be made uniform across the country.

### **Teacher Education**

- Emphasize on development of Pedagogical content knowledge and Techno pedagogical content knowledge.

- Ensure deep learning and sense making learning in tern to achieve quality education.
- Merit based career Advancement scheme for Teachers.
- Constructivist approach and Innovative practices for professional development of both In-service and Pre-service Teachers have to be emphasized.
- Process based strategies of professional development need to be included.
- Clarity is essential about integration of Aided Teacher Education Institution with Unaided degree courses and financial aspects and human resources.
- Aptitude Test has to be administered for the admission of students to Teacher Education programmes.
- Ensure proper utilization of funds allotted to teacher education.
- Para-teachers concept has to be abolished.
- Establishment of School community relationship to be ensured.
- While planning of school complexes, consider the distance between habitations and schools.
- Networking of human resources is essential.
- It is recommended that for effective implementation of the policy on efficient and transparent mechanisms from higher to lower level of administration and bureaucracy leading to development of nation are to be checked.
- Student evaluation should be part of the Assessment of teachers.
- Teacher support system has to be established for professional development and provide guidance from time to time to teacher Educators.

### **Professional Development of Teachers**

- Professional development of teachers should be rooted in the goals and problems of Teaching and learning.
- Professional learning of teachers should take place in a formal or an informal reform oriented model of professional development to improve their classroom practices and school effectiveness as measured by improved students engagement and learning outcomes.
- Professional development of teachers need to be organized in a learner-centred, knowledge-centred, assessment-centric and community-centred learning environments based on constructivist philosophy to bring changes in teacher practices and improvement in students learning.
- Teacher research in collaboration with researchers over an extended period of time needs to be encouraged through learner-centred professional development to gain a better understanding of how to use innovative practices in classrooms.

- Effectiveness of LCPD rests on the development of professional learning communities among teachers and school leaders. The latter should be responsible for creating PLCs and sustaining their activities.
- DIET and CTE should collaborate and coordinate with the private institutions in organizing workshops to focus on improving the professional development of teachers. This should be included in the Draft.
- Since 92% to 98% of the B.Ed colleges and schools are self-financed, management will not support the funding for the programmes organized for the professional development and hence sufficient fund has to be created.
- In the inclusive set up schools, no scope for regular teachers to develop the competencies and skills required to manage challenged children. This issue shall be considered during the recruiting of teachers.
- Under multidisciplinary concept of integrating teacher education programme with general education, acceptance and co-ordination is missing and again less importance is given for pedagogic subjects. Since in multidisciplinary courses less scope for integrating professional education programmes is noticed and only content is being given more importance. Therefore this should also be considered in the draft.
- Challenges faced by standalone B.Ed colleges can be taken care by the department of Education and try to resolve it by planning programmes in collaboration. Scope should be there in the draft. Lot of loopholes are there in the present recruitment practice. Merit along with the following professional competencies should be given due importance.
  - General knowledge
  - Professional competencies
  - Psychology
  - Reasoning Abilities
  - Language competence

All the above mentioned areas to be considered and given due importance during selection of teachers.
- Teacher is also a human being who lives in the family. Hence all facilities in the rural part should be provided to take care of his family. Hence transfer policy and relation of teachers in the school for a longer period will have positive impact. Draft should consider this point.
- Research bent of mind is lagging with present teacher educators. PhD's are acquired just for getting the job or increments. It is not made use in its real sense. Education department should organize programmes to create awareness and importance of research. Proposal writing, Action research and such other activities are to be converted as a research article. Initiation is to be taken up

by the department of education and the universities can be strengthened to undertake such activities.

- Parameters are to be suggested and made mandatory in private/ self-financed institutions in order to provide quality education.
- Self-appraisal and institutional appraisal along with student feedback should be considered as assessing parameter to give incentives for the outstanding teachers.
- Teacher exchange programmes shall facilitate sharing of expertise, experience and resourcefulness. This should be considered in the draft.
- Teachers of different disciplines can be used for team teaching and that could change the learning environment in the school.
- The concept of para-teachers should be abolished.

The Both academic and Structural point of view: the Inclusive education practices can be considered to diverse classrooms such as Multicultural, multi-lingual, pluralistic classrooms, school culture, contextual teaching methods, Implementation of Research finding based innovative practices, constant and periodical teacher evaluation, and appraisal. Competency based, criterion-based (reference)

- Professional development
- Specialization on pedagogical aspects of Teacher Education.
- Research for further professional development of Teachers at all levels of education.
- Takes (aspirants for their course at the stage when they complete +2)
- Improvement of teacher status is suggested.
- Teacher Education professional training for PU Teachers has to be provided as they were not a part of school system, in some states.

So, no Teacher at plus two level has pedagogical training. The Draft of the national policy of Education 2019, does not include this concept.

In this situation a large chunk of untrained plus two level Teachers have to be trained in one or two years' time to acquire the education degree to perform better teaching.

- Stage specific training at B.Ed curriculum & training may be imparted.
  - i) B.Ed – Pre-primary (Need emphasis)
  - ii) B.Ed – upper primary/ secondary which at present RIE is doing 4 year integration.
  - iii) B.Ed – Senior secondary also integrated 6 years course. To be emphasized.

- Terminal Examination at the end of class 10<sup>th</sup> and class 12<sup>th</sup> are totally neglected in the draft report. Thus how can their merit or their learning /achievements be put in measurable term? An alternative mechanism need to be suggested.

### **Continuous Professional Development**

- Upgrading all the standalone teacher training institutes is a good idea. However most of them may not be in a position to do so considering the financial constraints. This problem will be faced by both aided and un aided institutes. The draft policy could have given direction about the government funding to facilitate the up gradation process
- Many of the undergraduate colleges in the country are single discipline colleges like Arts College, Science College, Commerce College and starting teacher training by these colleges may not be truly multidisciplinary in nature. So such colleges do not get a chance to start Integrated Teacher Training Courses.
- Inclusion of the showcasing of their portfolio along with interview and demonstration by the candidates in the teacher recruitment and selection process will make the teacher selection more robust. This would also encourage the use of portfolio assessment in the pre-service teacher education programmes more popular
- The draft policy could have an executive summary. This crisp presentation could have given a consolidated overview of the entire policy for quick reference
- Instead of setting up of a new National Educational Technology Forum, the Central Institute of Educational Technology could have been strengthened in terms of resources including creation of new posts. CIET thus can perform all the functions envisaged for the National Educational Technology Forum.

### **Higher Education-Teacher Education**

New Education Policy 2019, is a piece of mixed document. It has its fair share of good aspects and also certain areas, where the committee brings in disappointment.

There are nearly 80 lakh teachers in India and they remain the most important unit of effecting changes proposed in the policy. It is clear that quality of education does not just span around curriculum and infrastructure but depends highly upon the quality of teachers as well. This brings the Draft National Education Policy on the high light.

### **Teacher Recruitment and Deployment**

- What are the provisions in the draft National Education Policy to create a robust of qualified and skilled teachers?
- NEP says that ‘TETS’ both at central and state levels, have little correlation with teaching ability. It adds that ‘TETS’ will be strengthened with revised material which would correlate to the capacities of an outstanding teacher.
- In addition, for subject teachers, suitable NTA test scores in the corresponding subjects will also be taken into account for recruitment.
- The policy also makes provision for classroom demonstration or interview as part of the Teacher Recruitment process.
- At present there is no provision to test candidates’ motivation and passion for teaching. Nothing is said about this in NEP-2019 Draft.
- The Teacher Recruitment process in schools and Universities are the most corrupt process and, it is in the ‘Conduct’ of Interviews and Demonstration lessons, corruption creep in. These aspects as to be given serious attention and ways and means are to be found out to reduce it.
- At the time of admission after the plus two stage, for the integrated course the students are not matured enough to make a decision, so as to which stream of Education they can join.
- Catch the student young, is an ideal concept, but it could be done only at the stage where they can take mature decision.
- If the scholastic scores are only taken into consideration for an admission to a teacher education course, there is a chance of failure and incompleteness, if we do not take their aptitude also into consideration.
- If a student/candidate has a potential, he must be recruited for a job. It should not undergo or get corrupted under a screening in BRC or CRC.
- School complexes have to become a reality only by taking into confidence all stake holders involved. Community resources should be linked to the institutions.

- Networking of human resources –share the resources for the benefit of all schools in the complex
- The role of social workers is also mentioned in the documents but most of the schools do not have a cadre for ‘cancellers’. Only they are hired for a consolidated amount.
- For remedial instructions, community resources can be used
- Hiring of teachers have to be discouraged, but recruitment process has to be strengthened. Offer substantiate positions for teachers
- The policy looks like an action plan, not like a document.

### **Glimpses of the Programme**

























