

Draft NEP 2019: School & Teacher Education

Khagendra Kumar

Introduction

- Quality School Education -Foundation of development of a society
- Quality SE largely depends on quality TE

Current situation of School Education

- Bihar and Jharkhand emerged as the second lowest and lowest in the 'School Education Quality Index (SEQI) (report released by NITI Ayog in Oct. 2019)
- MHRD, World Bank, Education experts education experts conducted the survey and decided the ranking on the basis on outcomes and govt. processing aiding outcomes
- Outcomes included learning, access of students to school, infrastructure and facilities and equity outcomes (treating students equally)
- Governance processing aiding outcome, is primarily driven by school leadership, teacher availability and transparency in teacher recruitment

% increase of Children (6-18) in private schools & change in no. of public and private schools

- Bihar-18.2 (urban) 10.6 (rural) Jharkhand- 23.5 & 10.8 respectively
- Ranging from 32 to 45 (rural) & 62 to 48 (urban) in states like AP, Telangana, UP & punjab
- change in govt. & private schools (2011-2 to2014-15) Increase in public schools in Bihar by 3210 & in jharkhand by 86. Increase of pvt. Schools in Bihar by 6454 & in Jharkhand 2073
- Max increase in UP (public schools 9494 & pvt. Schools 31,196)

States where number of public schools decreased

- Rajasthan by 7582; Maharashtra by 1309; Kerala by 70; Karnataka 871; Haryana 368 and AP by 3883
- WB, TN, Odisha & JK only states where increase in public schools were higher during 2011-2 & 2014-5

Size of public /private elementary schools

- 122 students/school in 2010-11 to 109/school in 2014-15
- 202 to 207/school in 4 years

Number of small public schools in different states

- In 2010-11, 313,169 small public schools in 20 major states with a total enrolment of 50 or less
- In 2014-15 , private schools form 40% of all public schools
- In 2015, number of tiny govt. schools (enrolment less than 20) was 108,183
- Since no drop in child population, emptying of public schools due to migration in private schools.
- PPE in govt. schools- Rs. 4250 (in 2010) & Rs. 6522 (in 2015)
- Pvt. School fee (Median) 500/month in rural areas; INR 417/month in urban areas. 70-80% children study in low cost pvt. schools

RTE 2009 implemented in 2010 (contd...)

- 86th Amendment in 2002, enacted in 2009 and implemented in 2010
- No school without recognition
- School infrastructure, building, teachers, learning equipments within 3 years of implementation
- Provision of NCPCR & SCPCR for monitoring of RTE
- No capitation fee in enrolment in private schools
- No screening for admission

RTE

- 25% admission of deprived neighbourhood children in the initial grade of private schools
- Exclusion of pre school education from RTE perview

Draft NEP 2019 (draft NEP 2016)

- Early Childhood Care & Education (ECCE)
- Foundational Numeracy and Literacy
- Universal access and retention at all levels
- New Curricular and Pedagogical Structure
- School Complexes
- Teacher and Teacher Preparation

NPE on ECCE

- Emphasizes the critical importance of the early years
- **Over 85% of cumulative brain development occurs prior to the age of six.**
- Early experiences influence later interventions,
- Cognitive learning is impacted by socioeconomic status through ill health, malnutrition and poor quality home environments
- Developmental gains will be optimal if interventions address the context.
- Pre-school education constitutes the backbone of the school program.

- aims to ensure quality early childhood care and education for all children between 3-6 years by 2025 with significantly increased investment and new initiatives.
- Also emphasized by NEP 2016 & RTE
- Suggests ECCE as integral part of RTE
- A curricular and pedagogical framework for early childhood education for both educators and parents, will be developed.
- The Framework will comprise guidelines for appropriate cognitive stimulation of 0-3 year olds and educational guidelines for 3-8 year olds.
- high-quality educators for early childhood education through stage-specific training,
- Will come under the purview of Ministry of Education

Current status of ECCE

- Currently Ministry of Women and Child Development (MWCD) play key role in imparting ECCE in India through ICDS that brings services of health, nutrition, as well as mother's health under a common umbrella.
- ICDS is a centrally sponsored and state administered ECCE program.
- The centres responsible for delivering early childhood care and education services are the Anganwadis . 1.4 million Anganwadi centres by 2011
- It covered around 38 million children.
- About 78 million people took part in health and nutrition programs at Anganwadi (MWCD, 2011), the largest numbers in the world.

- The Indian government took initiatives focusing on a smooth transition of children from preschool education to elementary education.
- These include the relocation of Anganwadi centers close to elementary schools and adoption of the same time schedule for commencing the class as that of elementary schools.
- Anganwadi centers also educate 18.4 million women who are pregnant or breast-feeding mothers in order to prevent detrimental effects of their poor health and literacy on the development of their babies (MWCD, 2011).

- The Government of India has brought out the National ECCE Policy framework, comprising of the National ECCE Policy, National Curriculum Framework for ECCE and Quality Standards for ECCE.
- Anganwadi centres are unable to play significant role in preparation of children for smooth transition to primary education.
- The preparation of the children at early stage demands specific skills that are not possible without elaborate initial training specifically required for the purpose.

Foundational Literacy and Numeracy

- There will be special attention paid to early **language and mathematics in Grades 1-5 (6 to 11 yrs)**. The Policy aims to ensure that every student in Grade 5 and beyond must achieve foundational literacy and numeracy by 2025.
- All Grade 1 students will undergo a three-month long school preparation module.
- Teacher education will be redesigned to have a renewed emphasis on foundational literacy and numeracy.
- A national repository of language and mathematics resources will be available on the National Teacher's Portal

Ensuring universal access to and retention in education at all levels

- 100% Gross Enrolment Ratio in pre-school through secondary school by **2030** is to be met through various measures.
- The requirements of the RTE Act will be made **substantially less restrictive**, while ensuring safety (physical and psychological), access and inclusion, the non-profit nature of schools, and minimum standards for learning outcomes. This is to allow for local variations and alternative models, while making it easier for governmental and non-governmental organizations to start a school.
- The Right to Education Act will be extended to assure availability of free and compulsory education from pre-school through Grade 12.

New School Curriculum and Pedagogy

- A new developmentally-appropriate curriculum and pedagogical structure for school education has been developed based on a 5 + 3 + 3 + 4 design. • Foundational Stage (age 3-8 years): Rapid brain development; learning based on play and active discovery
- Preparatory Stage (8-11 years): Building on play and discovery; begin the transition to structured learning
- Middle Stage (11-14 years): Learning concepts in subjects; begin navigating adolescence
- Secondary Stage (14-18 years): Preparation for livelihood and higher education; transition into young adulthood
- There will be equal emphasis on all subjects - science, social sciences, art, languages, sports, mathematics - with integration of vocational and academic streams in school.

- The curriculum load will be reduced to key concepts and essential ideas, thus enabling space for deeper and more experiential learning.
- A flexible curriculum - with no hard separation of curricular, co-curricular or extra-curricular areas; nor of arts and sciences, and 'vocational' and 'academic' streams - will enable student choice with the possibility of switching subject areas at the secondary school level.

- The three-language formula will be implemented in spirit throughout the country; special measures will be taken to develop and recruit language teachers.
- The National Curriculum Framework will be revisited and revised by end-2020, and made available in all regional languages. New textbooks will be developed and high quality translations will be done.

- A school complex will comprise a cluster of approximately 10-20 public schools offering education from the initial Foundational stage through Grade 12 within a connected/contiguous geographic region.
- The Principal of the secondary school will be the head of the school complex.
- Each school complex will have a School Complex Management Committee comprising representatives from all the schools in the complex, as well as other institutions attached to the complex, including the adult education centre, cluster resource centre, and so on.

Governance in SE through School Complexes

- Schools will be grouped into school complexes to facilitate the sharing of resources and render school governance more local, effective, and efficient.
- The school complex will be the primary administrative unit of the public school system.
- State governments will group schools into complexes according to population distribution, connectivity and other local considerations by 2023
- School complexes will break the isolation of small schools, and create a community of teachers and principals who can work together and support each other - academically and administratively.

- Individual schools will develop their plans, which will be used to evolve the plan of the school complex, which in turn will be endorsed by the Department of School Education.
- Each district will also have a District Education Council/Zilla Shiksha Parishad for both the oversight of the school system and to enable their functioning and empowerment.

Existing Scenario of Teachers in India

- Quality of teachers is an important reason for good performance of our schools.
- According to a 2015 report by the UNESCO Institute of Statistics (UIS), 74 countries face an acute teacher shortage. While Nigeria tops this list, India is second in terms of teacher recruitment required to meet the current educational demand.
- Talking in absolute terms, India needs close to 370 thousand new teachers to meet its demand for primary education. About 3 million recruitments will be required for the same by 2030.
- Around 40% teachers in primary schools in educationally-backward states such as Bihar, Madhya Pradesh, Jharkhand and UP have been appointed on temporary basis/contract/niyojan relatively at a lower salary and poor service conditions.
- Some of the reasons behind such poor performance are, failure of states to recruit teachers of appropriate quality in sufficient number; increasing number of poorly trained and ill equipped underpaid teachers etc.

Teacher in NPE 19

- This Policy envisages teachers as the ‘most important members of our society and the torchbearers of change.
- Recruitment of teachers will be done through a robust process based on comprehensive teacher requirement planning at all schools, with preference given to local teachers and those fluent in the local language, while ensuring diversity.
- The first step would be a redesigned **Teacher Eligibility Test**, followed by an interview and teaching demonstration.
- They will be incentivized to teach in rural areas.

- The practice of ‘para-teachers’ (unqualified, contract teachers) will be stopped across the country by 2022
- Continuous teacher professional development will be based upon a flexible and modular approach, with teachers choosing what they want to learn and how they want to learn it
- All teachers must be able to teach with no interruptions in the form of non-teaching activities during school hours (e.g. cooking midday meals, procuring school supplies, etc.).
- All teachers will be able to move into either educational administration or teacher education after a minimum number of years of teaching experience. **In the long term, all educational administrative positions will be reserved for outstanding teachers who are interested in administration.**

Teacher Preparation

- After 2014, the duration of B.Ed. & M.Ed. programmes enhanced to 2-years each across the country.
- This is based on the assumption that longer duration will provide sufficient time and opportunity in preparing quality professionals.
- Meanwhile, the policy direction in TE is set for another round of changes. The GoI is developing a new National Education Policy that will revisit reforms in teacher education.
- According to draft NEP 2019 the TE programs will take place in multidisciplinary HEIs. The 4 year integrated stage specific, subject specific B.Ed. will be started in these institutions.
- Even before coming to New Education policy, the NCTE regulations 2019 for 4 year integrated B.Ed. Program as suggested by the draft NEP 2019 has been notified which also include norms and standards for the program.

- The current two-year B.Ed. programme will continue till 2030. After 2030, only those institutions which offer a 4-year teacher education programme will run the 2-year programme as well. These programmes will be offered to those with a graduate degree.
- No other kind of pre-service teacher preparation programmes will be offered after 2030.
- Substandard and dysfunctional teacher education institutes will be shut down.