

Phase-III
Brief Report of Prog.-04
02 Days National Seminar on
New Education Policy 2019: In the context of Language and Teacher Education
From 25th to 26th July, 2019

A two days National Seminar on **New Education Policy 2019: In the context of Language and Teacher Education** was organized by **Teaching Learning Centre (TLC)** of **Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi** under the scheme of **Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (MHRD), Govt. of India** from **25th to 26th July, 2019**. The objective of this seminar was to give inputs regarding Language, Teacher Education and Research in Higher Education in the light of New Education Policy-2019 Draft. The total participants participated in this seminar were **39** out of which 26 Assistant Professors, 03 School Teachers and 10 Research Scholars. The participants were from **five states** viz., Uttar Pradesh (01), Haryana (02), Delhi (27), Uttarakhand (06), and Rajasthan (03). The programme was inaugurated by **Chief Guest, Prof. Pankaj Chande** (Former VC, Kalidas Sanskrit University, Nagpur, Maharashtra) in the auspicious presence of other dignitaries and hon'ble **Vice Chancellor, Prof. Ramesh Kumar Pandey** (SLBSRS Vidyapeetha, New Delhi) followed by background note about the programme by **Project Head, Prof. Amita Pandey Bhardwaj**. It was implemented through three panel discussions and three dialogue sessions alongwith inaugural and valedictory. The various discussions and dialogue sessions were conducted under the able guidance of highly experienced **eleven experts (Table: I)** from various reputed universities.

Table I: Details of Experts

| S. N. | Name | Name of the Institution |
|-------|--|--|
| 1. | Prof. Pankaj T. Chande <i>Chief Guest (Inaugural) & Expert</i> | Former VC, Kalidas Sanskrit University, Nagpur, Maharashtra |
| 2. | Prof. K.P. Pandey <i>Chief Guest (Valedictory) & Expert</i> | Former VC, MGKVP, Varanasi, U.P. |
| 3. | Prof. Chand Kiran Saluja <i>Expert</i> | Former Professor, CIE, University of Delhi, New Delhi |
| 4. | Prof. Gopinath Sharma <i>Expert</i> | Former Head & Dean, Jagatguru Ramanandacharya Sanskrit University, Jaipur, Rajasthan |
| 5. | Prof. S.P. Malhotra <i>Expert</i> | Former Head & Dean, Dept. of Edn., Kurukshetra University, Kurukshetra, Haryana |
| 6. | Prof. Shubhangi T. Chande <i>Expert</i> | HOD, Cosmetic Technology, Nikalas Mahila Mahavidyalaya, Khamia, Nagpur, Maharashtra |
| 7. | Prof. Sandhya Singh <i>Expert</i> | Head, Dept. of Edn. in Languages, NCERT, New Delhi |
| 8. | Prof. Saroj Sharma <i>Expert</i> | Former Dean, University School of Edn., GGSIPU, New Delhi |
| 9. | Prof. Girirsh Chandra Pant <i>Expert</i> | Head, Dept. of Sanskrit, Jamia Millia Islamia, New Delhi |
| 10. | Dr. Shardindu <i>Expert</i> | Former Chairman, NCTE, New Delhi |
| 11. | Prof. Ramesh Prasad Pathak <i>Expert (Internal)</i> | Former Head & Dean, Faculty of Edn., SLBSRS Vidyapeetha, New Delhi |

In the Valedictory session Seminar outcomes (**Details Enclosed at Annexure-I**) were presented by Project Head followed by the presidential address by **Prof. K.P. Pandey** (Former Vice Chancellor, MGKVP, Varansi). The programme ended-up with vote of thanks.

Annexure-I

Recommendations & Suggestions based on

02 Days National Seminar on

New Education Policy 2019: In the context of Language and Teacher Education

From 25th to 26th July, 2019

The recommendations & suggestions on Draft National Education Policy-2019 with special reference to **Language, Teacher Education & Research in Higher Education** on the basis of 02 days national seminar organized by Teaching Learning Centre of Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi are as follows:

Teacher Education

- Making Teacher Education Departments or TEIs as model centre for undertaking and piloting Research, Pedagogy, Assessment and Innovative practices.
- Strengthening of National Council of Teacher Education (NCTE) through establishing state-wise monitoring cells.
- Reviewing the functioning of State Open Universities in respect of ODL for in-service Teacher Education Programmes (B.Ed. & M.Ed.).
- Stress on preparation of Teacher Educators through M.Ed. programme.
- Stage specific B.Ed. programme.
- Integration of ICT in teaching, learning & assessment of various teacher education programmes.
- Focusing on Action Research Projects.
- Establishment of Model Demonstration Schools for strengthening school internship programme.

Research in Higher Education

- Setting of region-wise National Research Foundation-NRF (North, South, East, West, North East).
- Designating selected Universities as Nodal NRF centres.
- Undertaking researches in the form of Fundamental, Applied, Action research & Impact studies of various innovative practices & programmes.
- Dissemination of project findings conducted by NRF through creating E-Portals & publishing journals in the specified areas.
- Establishment of Research Cell in the Universities.

Language

- Introducing Sanskrit from 1st Standard.
- Making Sanskrit compulsory till 10th Standard.
- In **Hindi speaking states** 3rd language should be any one regional/state language.
- In **non-Hindi speaking states** 3rd language should be Hindi only.
- Establishment of **National Sanskrit Council** at central & state level.

Other Related Suggestions

- Student Centric approach to be adopted in teaching from basic primary level to inculcate and develop, scientific temperament, discerning power, self-thinking and decision making capacities in the students.
- The 2019 policy document should include a chapter on Performance and Achievement of immediately preceding National Education Policies.

These Recommendations & suggestions are further presented by relating it to the concerned chapter of the document & its point number in the following manner:

I Chapter 4 Curriculum & Pedagogy in Schools (Page No. 73)

1. Add the following in point P4.5 Education in the local language mother tongue multilingualism and power of language. (page no. 79)

(Add as P4.5.5)

Introducing Sanskrit from Class I & making it compulsory till Class-X with due support from respective state universities: language is a vehicle of the culture & tradition. Sanskrit being our cultural language must be introduced from Class-I for ensuring India centric Education.

2. Add in P4.5.6 Implementation of three-language formula (Page no. 83)

In Hindi speaking states- 3rd language should be any one of the regional language as in Schedule - 8 viz. odia, assamese, kannada, malayalam, gujrati, bangali, marathi, tamil & telugu. In Non-Hindi speaking states 3rd language should be Hindi only.

II Chapter 5 Teachers (Page No.113)

1. Add the following third line after *two decades* of the last paragraph (Page no. 117)

"with direct responsibility assigned to a monitoring cell established under the existing regulatory body of teacher education, the National Council of Teacher Education (NCTE). "

2. Replace *Secondary Shorter post - B.Ed certification courses will also be made widely available* by the following in the last paragraph (Page no. 120)

"Post -B.Ed certification courses of two semesters will also be made widely available"

3. Add a new paragraph under section P5.5.5. *Pedagogical aspects of the four-year integrated B.Ed programme* (Page no. 136)

The integrated B.Ed programme should adumbrate the courses recommended for the various new educational structure encompassing inter-alia components like knowledge of constitutional values, inculcation of human values such as that of empathy and compassion for differently-challenged and disadvantaged segments of society, current affairs, yoga, national traditions and rich cultural heritage of India grounded in social ethics and professional conduct.

III Chapter 12 Optimal Learning Environments and Support for Students (Page No. 239)

1. Add the following under P12.3.3. *Both traditional and open and distance learning modes to be offered by institutions as new paragraph* (Page No.246)

It will be in fitness of things to review the functioning of the state open universities in respect of ODLE for inservice teacher education being currently provided by them. These institutions should be subjected to a rigorous screening to vouch the quality of teacher education programmes both at BEd and M.Ed levels. The programmes of IGNOU in this regard may also be reviewed to render them useful to the prospective clientele of inservice teachers at various levels. The IGNOU should emerge as a lead institution for designing M.Ed level courses with an eye on preparation of teacher educators for being able to effectively man the teacher education institutions which are conducting B.Ed integrated programmes.

IV Chapter 14 National Research Foundation (Page No. 265)

1. Add the following P14.4.8. as new paragraph (Page no. 281)

Administrative support and types of researches: Administratively it may not be feasible for NRF to supervise building research capacity for all universities and colleges. It is, therefore, proposed to set up five regional (North, South, East, West and North-East) organs of the NRF. These regional NRF Centres should be further made to function by setting up nodal university NRF Centre to oversee the design and development of programmes relating to the following types of researches.

- To augment the base of fundamental researches for creation and dissemination of knowledge in the related disciplines.
- To undertake applied researches with a view to explore applicability of the new theories and practices in the relevant discipline.
- To promote the culture of action research in a bid to improve the current practices as well as the competencies of the practitioners to plan, design and deliver action research interventions. This should focus on promoting innovative practices and programmes by the talented, experienced and creative band of practitioners.
- To enable the universities/institutes to undertake impact studies being evaluative ventures to acquire the promotional culture in respect of various strategic interventions undertaken from time to time in the domain of policy perspective.
- The Regional Centres should replicate their modus operandi of promoting research through identified universities/ institutes in relevant institutions.

V Chapter 15 Teacher Education (Page No. 283)

1. Add the following new paragraph at the bottom (Page no. 284)

TEIs should be made to undertake the monitoring, establishing, and refining of the vision/objective of teacher education now being promoted. Towards this end needed strategic initiatives in the form of energizing, attuning/ aligning to the various task force- centred teacher education programmes be contemplated. Teams of teacher educators and subject experts drawn from both formal and non-formal streams should be made to undertake the exercise of connecting, unifying and focusing for realization of the specific goals. In this context, the endeavor should be made for empowering, engaging and enabling the functionaries associated with teacher education institutions.

2. Add the following new paragraph under P15.2.1 Moving all teacher preparation programmes into multidisciplinary higher education institutions; building education departments and connections between HEIs and schools/school complexes (Page No. 287) after this statement of the document.

"Good teachers are prepared and developed by good teacher educator- faculty of teacher education must be experts in diverse field, both theoretical and practical."

Preparation of teacher educators currently being assigned to those who are M.Ed/M.A.(Education) degree holders. The universities/multi-faculty institutes should revisit the post graduate programmes leading to master degree in education by including strong & viable foundation and pedagogy courses, internship programmes of both short and long duration by attachment to teacher education departments/institutes with a slant on professional ethics, value education and development of research skills such as those which relate to quantitative and qualitative paradigms especially with stress laid on competence for planning, designing and executing action research projects. The dimensions of action research projects should be diversified to cover issues of pedagogy in multi-cultural context and language diversities, developing effective instructional designs, evaluation tools comprising of formative and summative protocols, intelligent use of ICT and upcoming technological resources.

In addition to the above, the elective courses should be designed to develop competencies in areas of specialization such as pedagogy, educational management, leadership and supervision, educational and vocational guidance, curriculum, designs, educational technology and evaluation at various levels of school education in the new structure 5+3+3+4 design.

3. Add the following paragraphs as new point P15.2.5 (Page no. 288)

Model Demonstration School: For making the practicum and internship (school attachment) programmes effective and meaningful, the concerned TEIs including the university department of education should explore the possibility of establishing a model demonstration school where problems related to pedagogic transactions, curriculum design and evaluation will be empirically examined and validated. This should be considered a pre-requisite for the launch of four year B.Ed. integrated programme. It should be mandatory for all teacher educators to take over the function of planning, executing, observing and evaluation of the school attachment programmes in tandem with school teachers through formal as well as informal persuasions. In a bid to start four year integrated B.Ed programmes in a proper frame of reference, the secondment of faculty members from liberal arts, science, technology, mathematics and other relevant disciplines should be insisted. Both core faculties as well as visiting faculties should be made to collaborate on the various components of teacher preparation programmes.

Chapter 22 Promotion of Indian Languages (Page No.385)

Add the paragraph as new point P22.6 (Page no. 387)

Establishment of National Sanskrit Council at central & state level for ensuring promotion & propagation of Sanskrit at all levels of education from primary to tertiary.

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