

Inputs on
Draft National Education Policy
(NEP), 2019
from
12,690 Teachers

AUGUST 14, 2019



Teacher Profile Data

12,690
Teacher Respondents

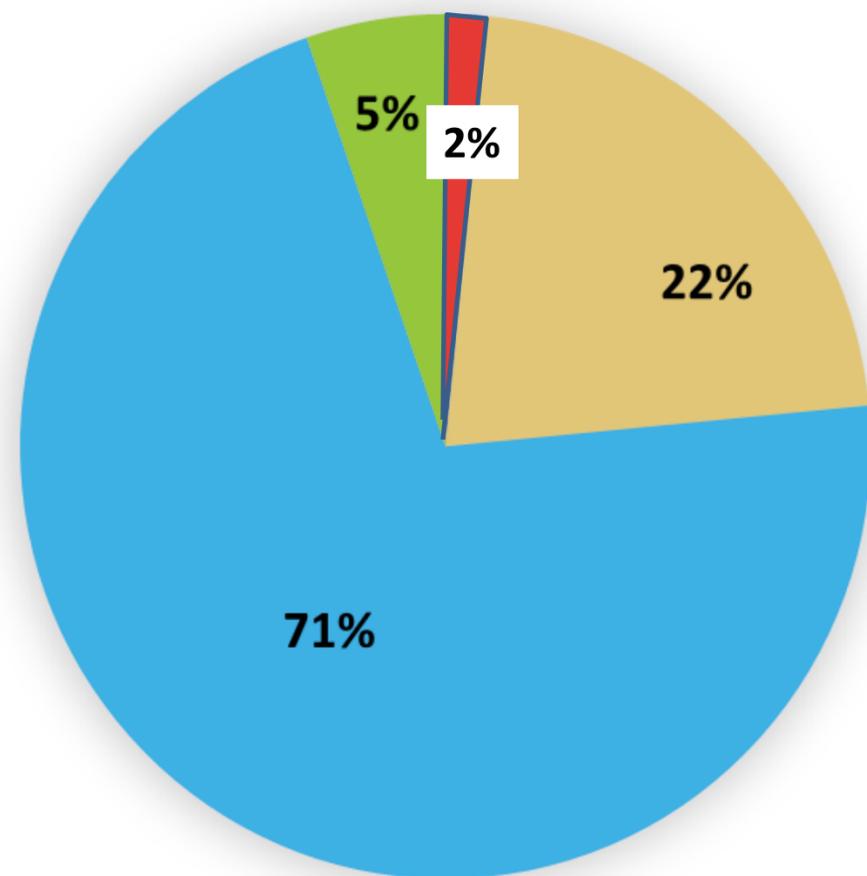
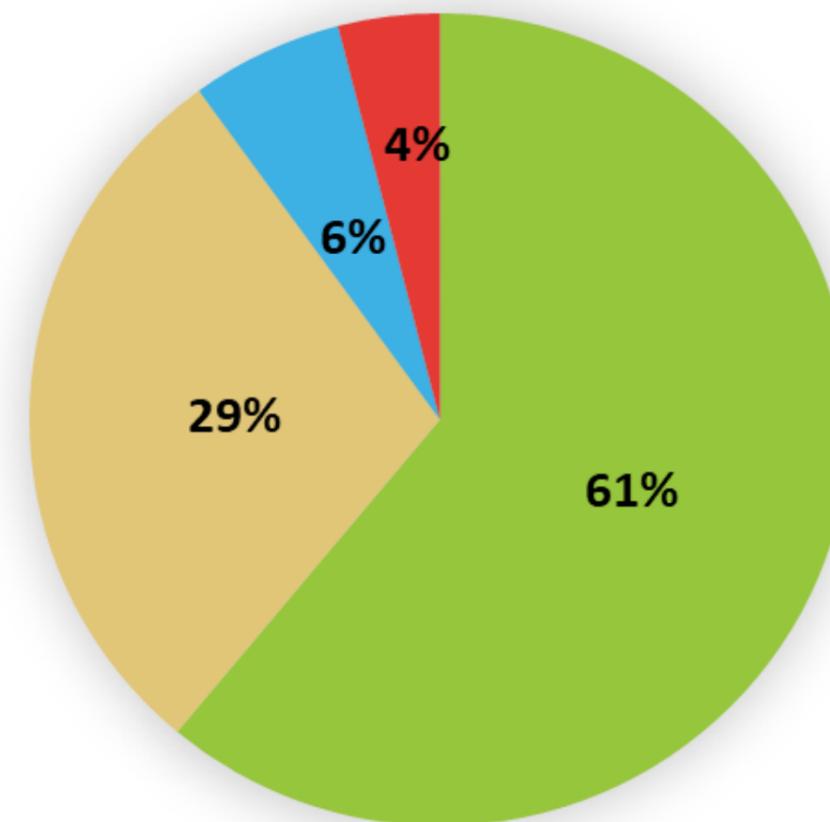
from 32 States and UTs

Largely members of
MyCEN TA Community for Teachers



TYPE OF SCHOOL

- Private (Mid-high income students)
- Private (Low-income students)
- Government & Government Aided
- Not part of school



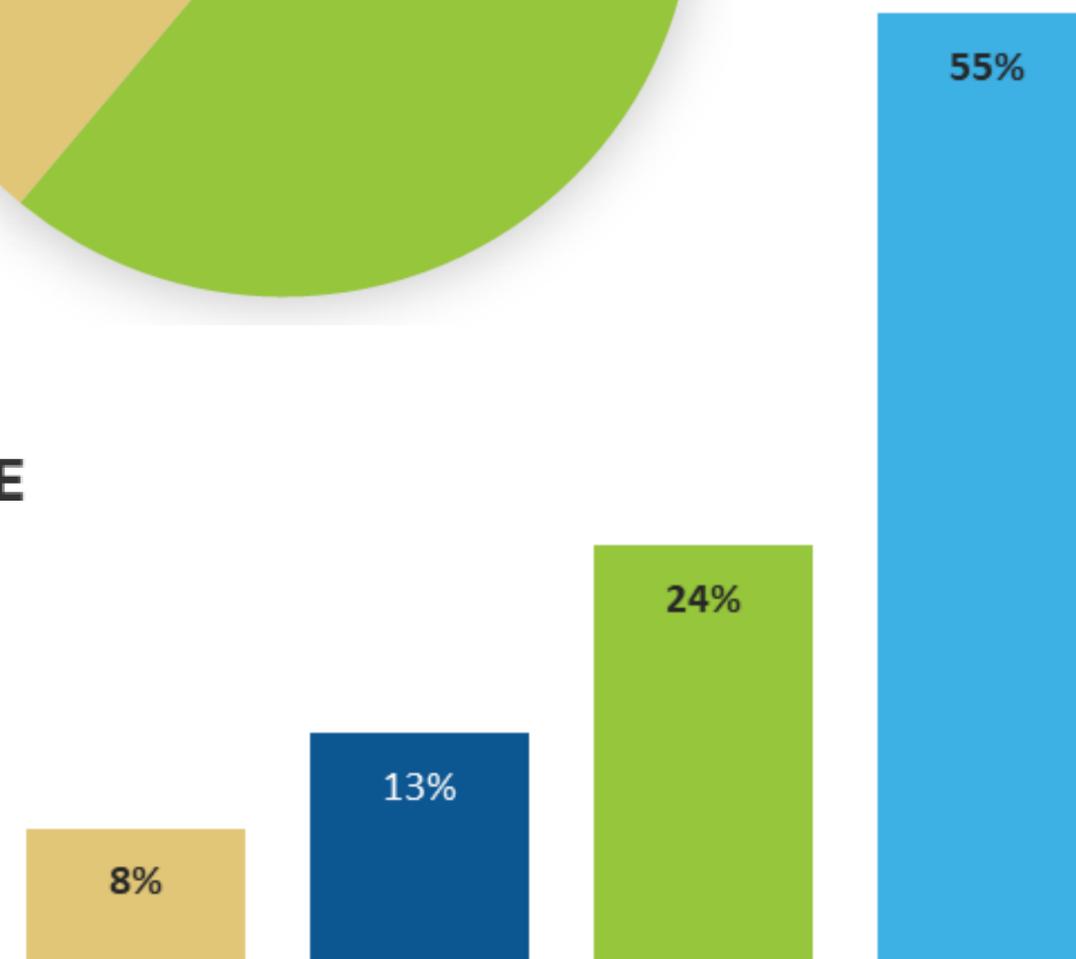
TEACHER QUALIFICATION

- Less than Graduate
- Graduate
- Post Graduate
- Ph.D. or above



EXPERIENCE

- < 2 years
- 2 to 4 years
- 5 to 9 years
- > 10 years



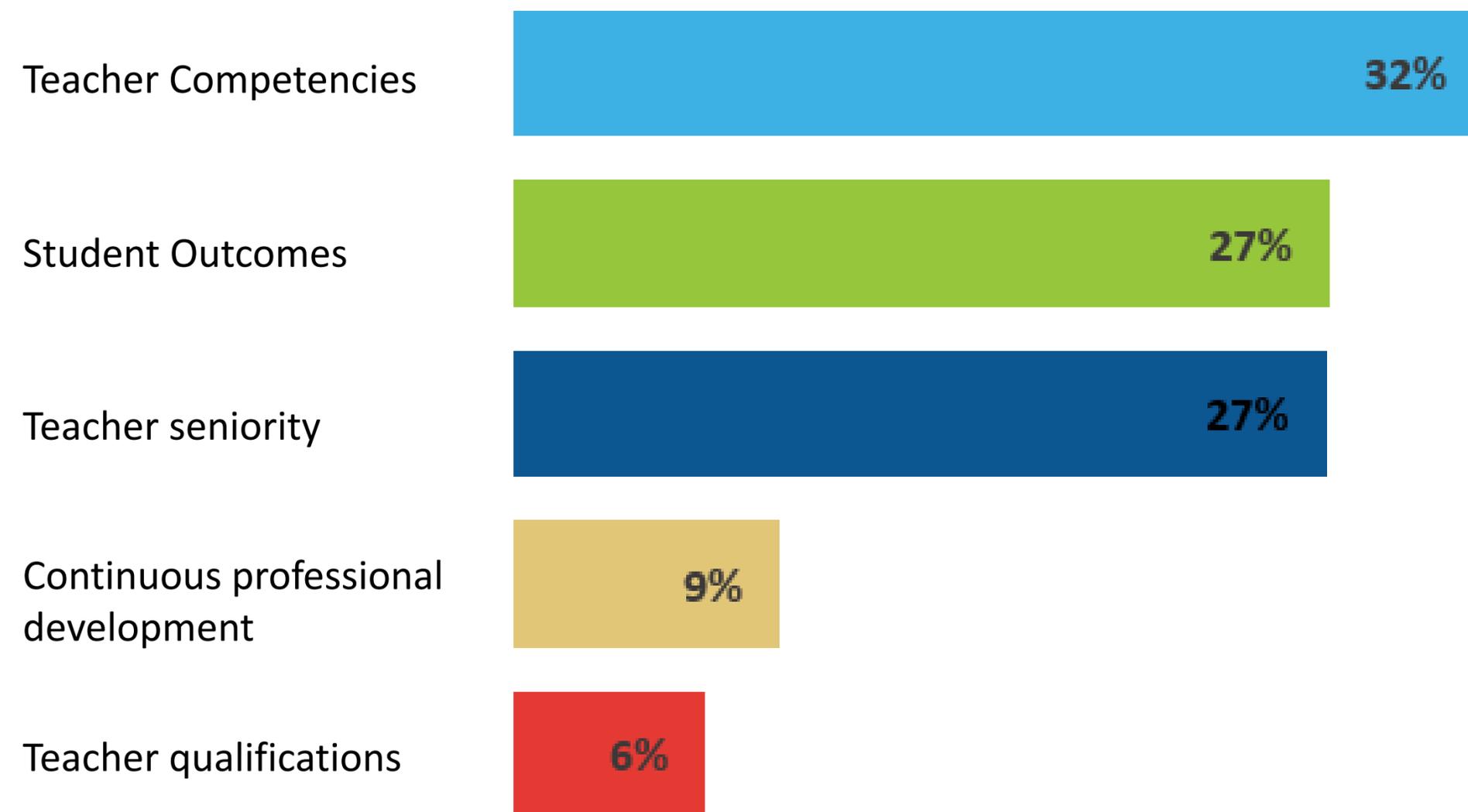
Views of 12,690 teachers on Draft National Education Policy 2019

1. **Close to 70% teachers, across both private and government schools, agree with merit-based career paths** (similar to the recommendations in section 5.4 of Draft NEP), rather than careers based on only seniority or qualifications. Two specific inputs:
 - i. A large majority say that **teacher salaries and promotions should be linked with ‘competencies’** (through tests)
 - ii. A large majority **would like to remain teachers, but with differential salaries based on competencies**. Moving into other academic roles is the next preferred career growth option, followed by moving into administrative roles.
2. **Over 90% of teachers say that a 2-year B.Ed./alternative option should be available**. However, they agree with Draft NEP in the following:
 - i. A large percentage of teachers would like the option of lateral entry into teaching for people from other professions with good competencies.
 - ii. Almost all teachers agree with the need for changes in both pre-service (B.Ed./equivalent) and in-service training (details below).
 - iii. About 62% of teachers agree with the idea of an entrance test for teaching programmes but a large percentage also point out to the need for this to be open for people from other professions to enter laterally also.
3. 45% of teachers would like the focus of pre-service education to be mainly on latest pedagogical techniques. On the other hand, **data from CENTA[®] Teaching Professionals’ Olympiad (TPO), an annual national competition testing teacher competencies, clearly shows the need for linkage with subject and school-based apprenticeship, as highlighted in Draft NEP sections P5.5.1 and P15.2.1**
4. **On Continuous Professional Development, teachers strongly favour clause P5.3.2 and associated clauses:** 74% agree that continuous professional development should be at the discretion of the teachers; 58% prefer short modular courses, which is also in line with the data from CENTA[®] TPO, i.e. the correlation between any two competencies is quite low, and therefore modular courses can be quite effective.
5. **Some other important recommendations of Draft NEP have received strong support:** 57% of teachers agree that focusing on Social and Emotional Learning is a good move, while 82% of teachers agree or strongly agree with the proposed 5+3+3+4 format of schooling.

Highest % of teachers prefer their salaries and promotion to be linked with their competencies.

Teachers strongly agree with Draft NEP section 5.4 on merit-based career paths.

What should Teacher salaries and promotions be linked to?

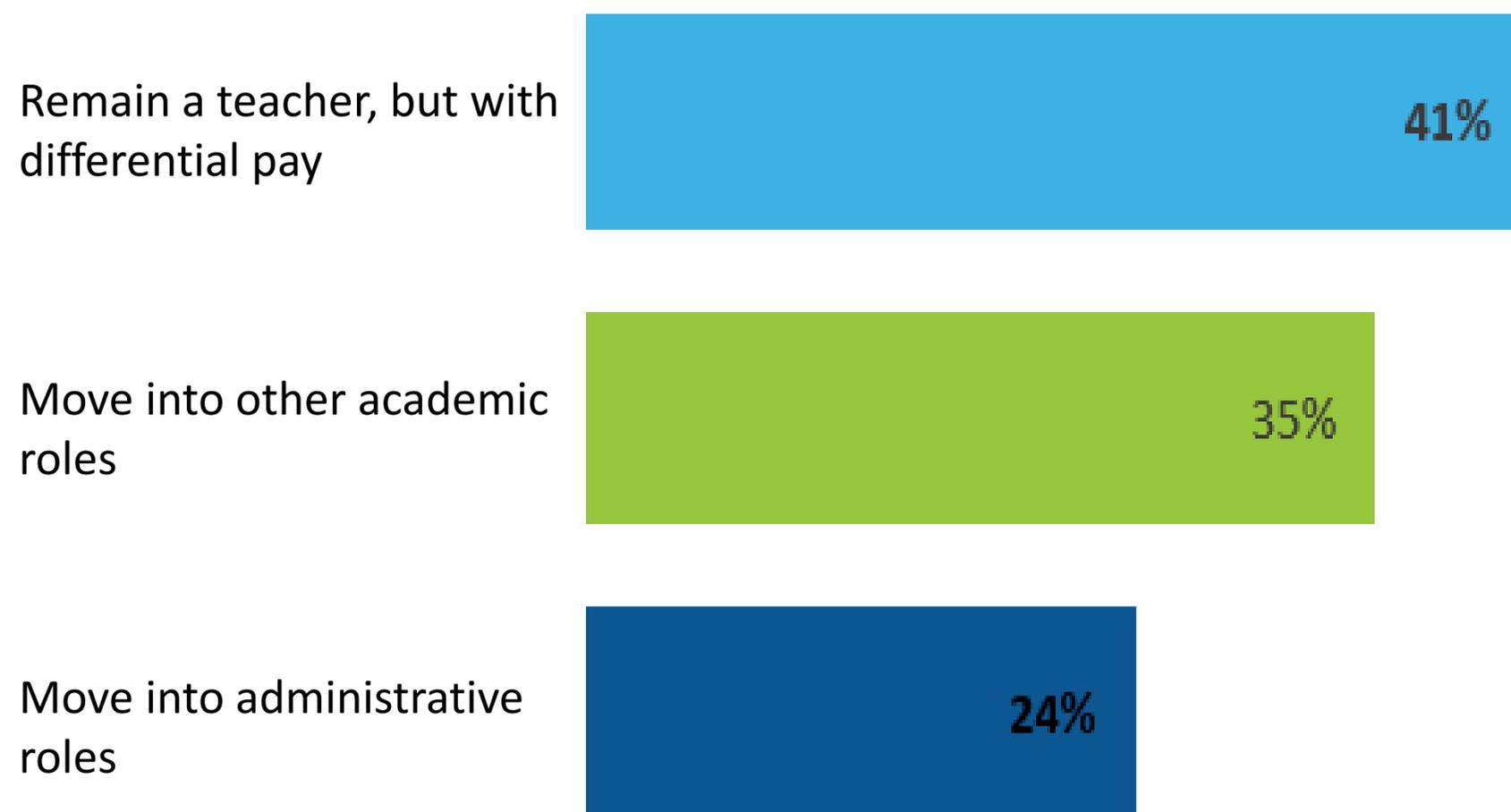


It is interesting to note that surveyed Government teachers have also voted in favour of salaries and promotions being linked to competencies (highest percentage), though seniority as a parameter comes as second-highest for Government teachers.

Highest % of teachers are keen to remain in teaching, with **competency-based salary differential.**

Teachers are aligned with Draft NEP clause 5.4.3 on teacher progression based on merit and performance.

What career growth motivates Teachers?



Government/ Government-aided school teachers chose ‘Move into other Academic roles’ as the first option (37%) with ‘Remain a teacher, but with differential pay’ as a close second (36%).

Teachers vote in favour of an entrance test, but emphasize the need for lateral entry options, including for people of other professions

Teachers support clause P15.2.2 of Draft NEP which specifies entry norms into Teacher education programs; However, most preferred 2-year B.Ed program to continue vs. its phasing out as recommended in clause P15.2.1.

Should there be a National Level Entrance test at the end of school?

Yes, will help in getting better quality candidates into teacher training colleges.

38%

Yes; but for graduates of various streams rather than standard 12 students

24%

Entry should be open, with licencing test at the end of the teacher education program.

20%

No, it will not help unless teaching itself becomes more attractive.

18%

Should the 2-year B.Ed. option be phased out?

2-year B.Ed. should continue to allow 'later' decision-making

52%

Lateral entry is important: Need 2-year B.Ed. AND other forms of entry (e.g. through a certification)

28%

Lateral entry is important: Need 2-year B.Ed. selectively.

13%

Lateral entry is important and should be supported through 2-year B.Ed programs and other forms of entry

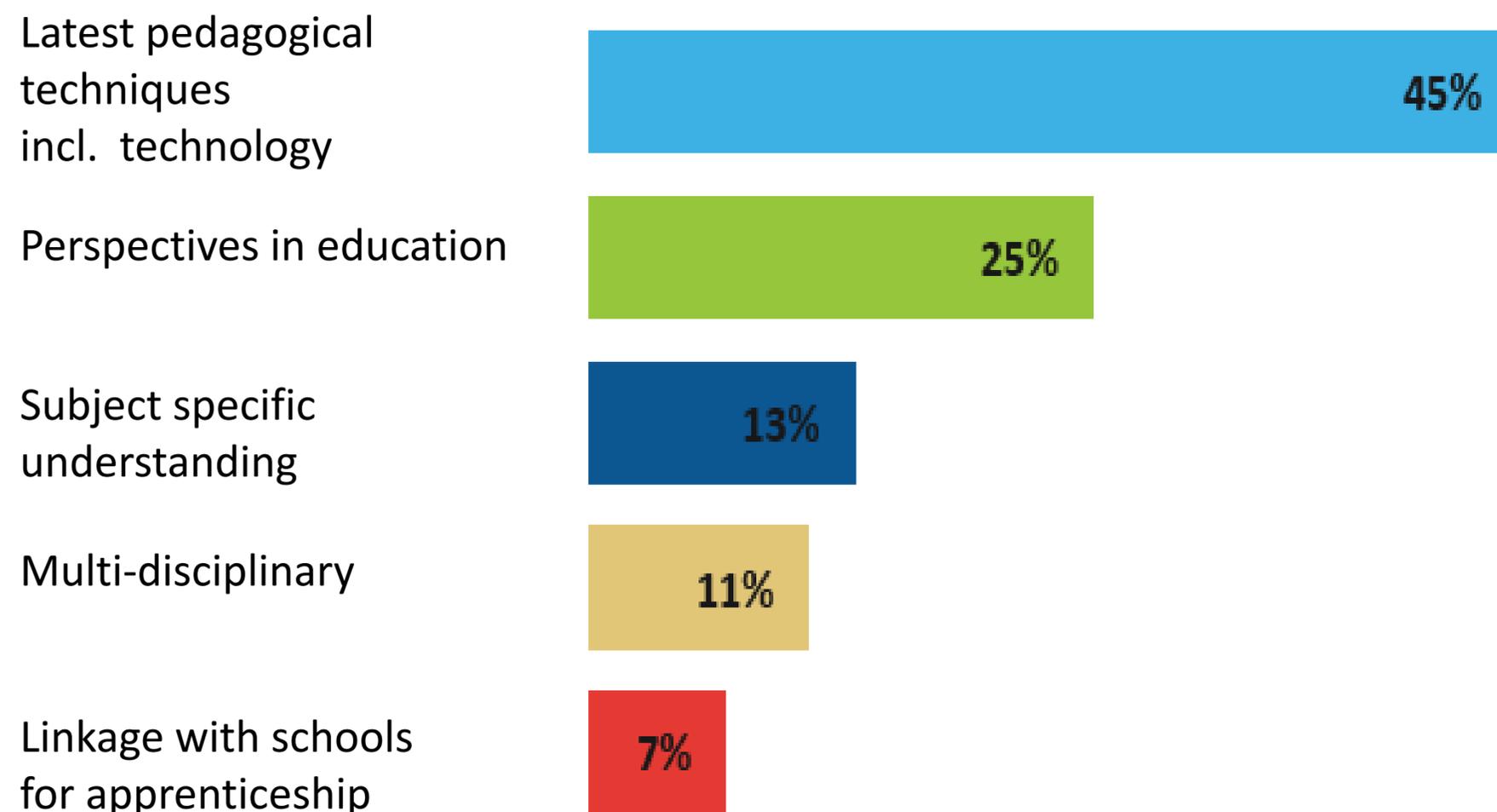
2-year B.Ed. should be discontinued at the earliest.

7%

Teachers prefer pre-service education to focus on latest pedagogical techniques and perspectives in education.

...as compared to clause P15.2.1 of the Draft NEP which focuses in a big way on multidisciplinary courses.

What should the focus of pre-service education be?

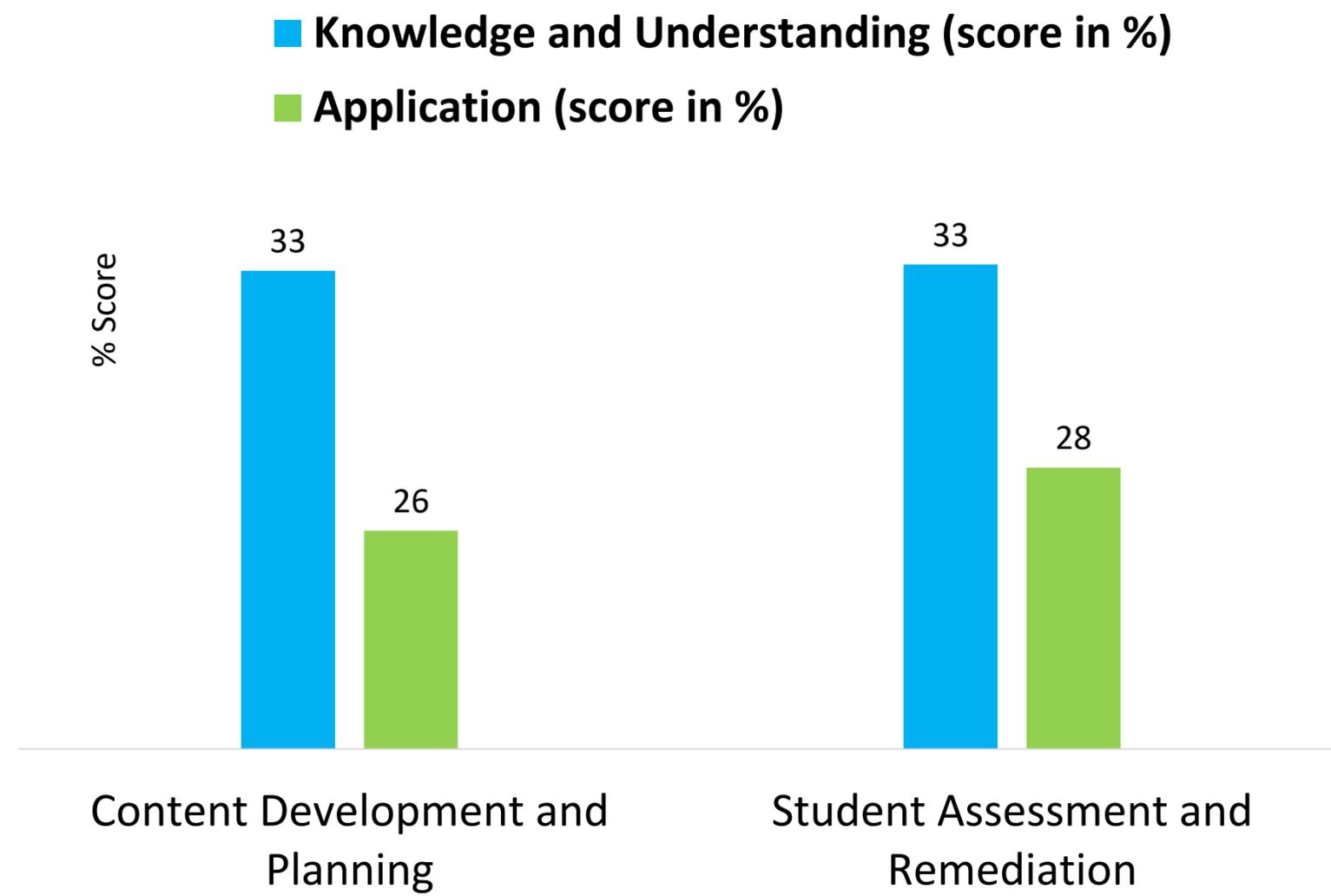
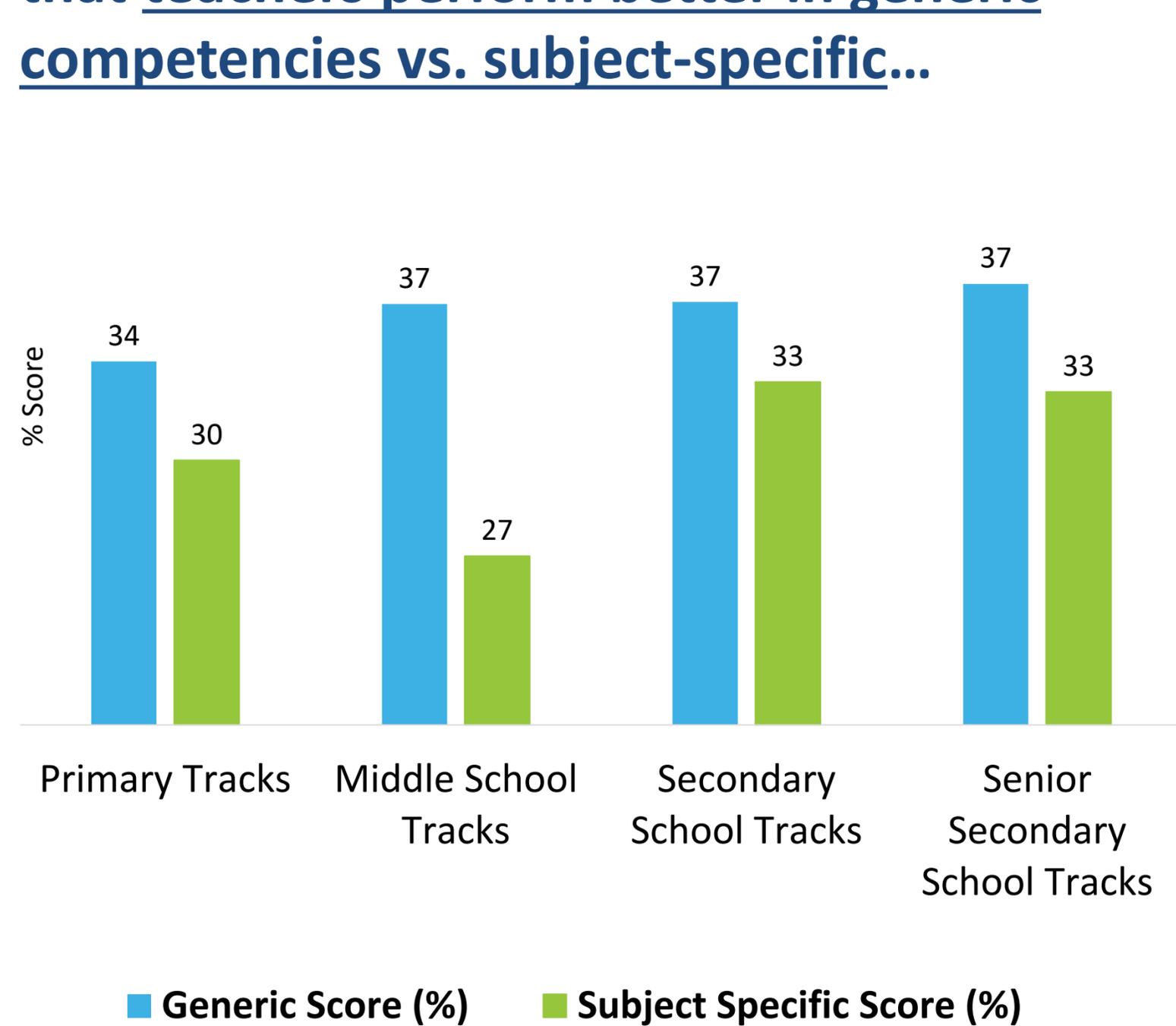


However, CENTA[®] Teaching Professionals' Olympiad (TPO) data from the last 4 years shows that:

- Teachers perform better in generic competencies vs. subject-specific competencies
- Knowledge of teachers in pedagogical practices is good; application needs improvement.

*CENTA[®] TPO analysis shown in the next slide

CENTA® TPO teacher performance data indicates that teachers perform better in generic competencies vs. subject-specific...



...and knowledge of pedagogical practices is good but application needs improvement.

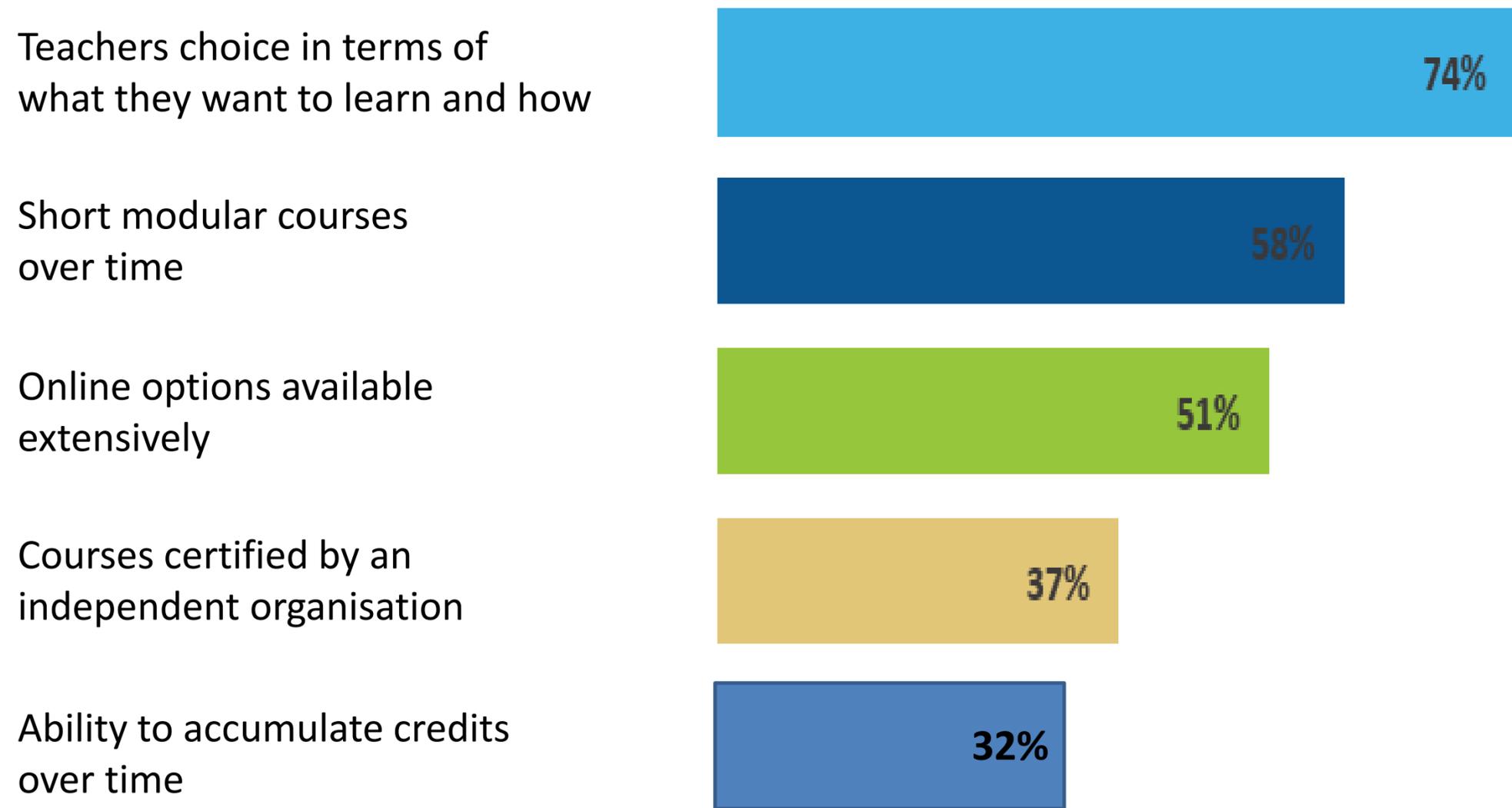
This data supports NEP recommendations on greater emphasis on subject in teacher preparation as well as linkage to schools through apprenticeships.

Teachers prefer self-driven CPD; would like it to be supported through short, modular online courses from independent organizations.

Teachers strongly support Draft NEP clause P5.3.2 which suggests lot of flexibility to teachers for CPD.

What is your preferred mode of Continuous Professional Development (CPD)?

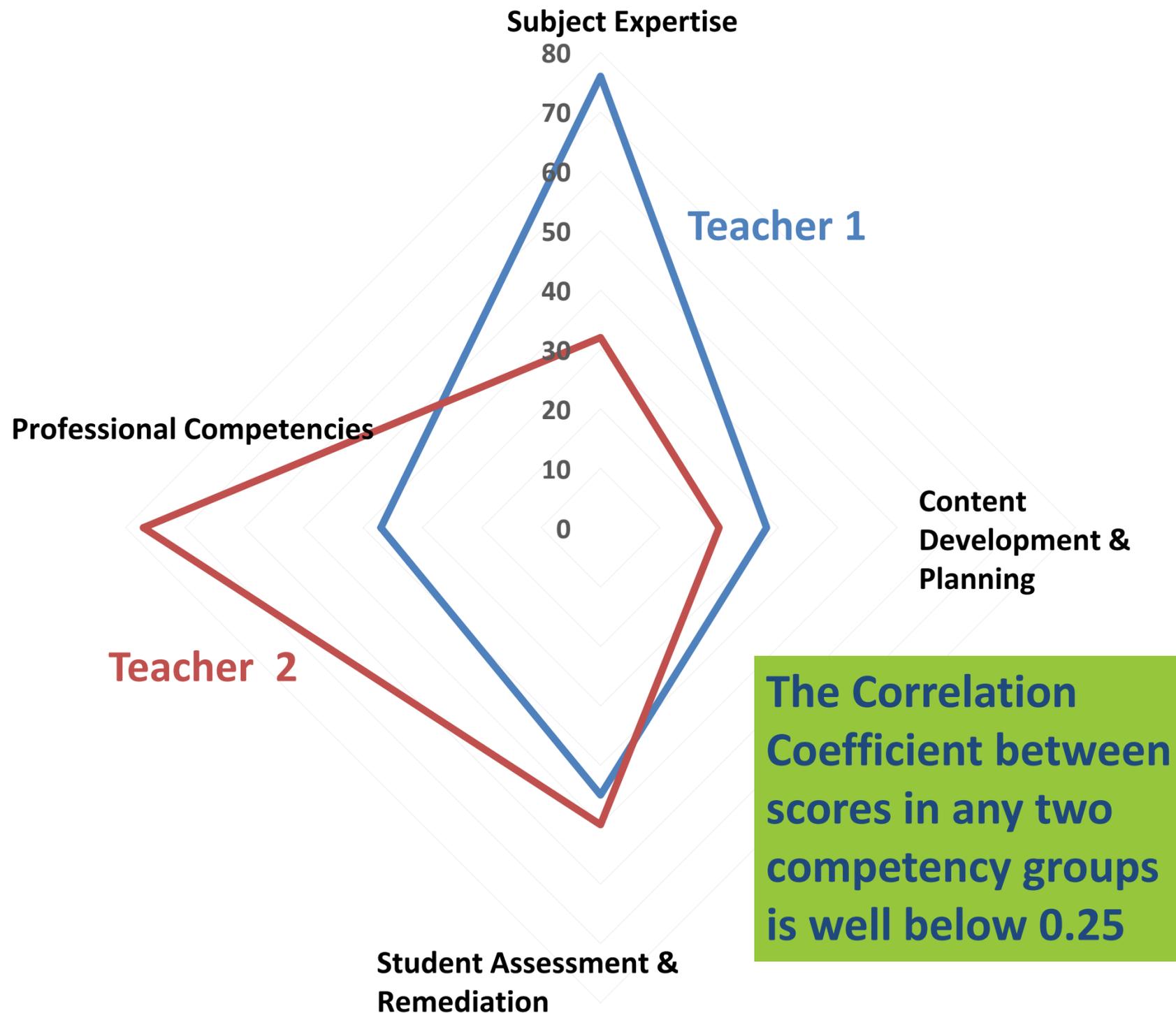
* Teachers were requested to choose ALL options they agreed with.



CENTA[®] Teaching Professionals' Olympiad (TPO) data over the last 4 years also shows that performance of teachers in different competencies are quite independent of each other and hence CPD can be modularized.

*CENTA[®] TPO analysis shown in the next slide

CENTA® Teaching Professionals' Olympiad shows that the Correlation Coefficient between scores in any two competency groups is low.



The Correlation Coefficient between scores in any two competency groups is well below 0.25

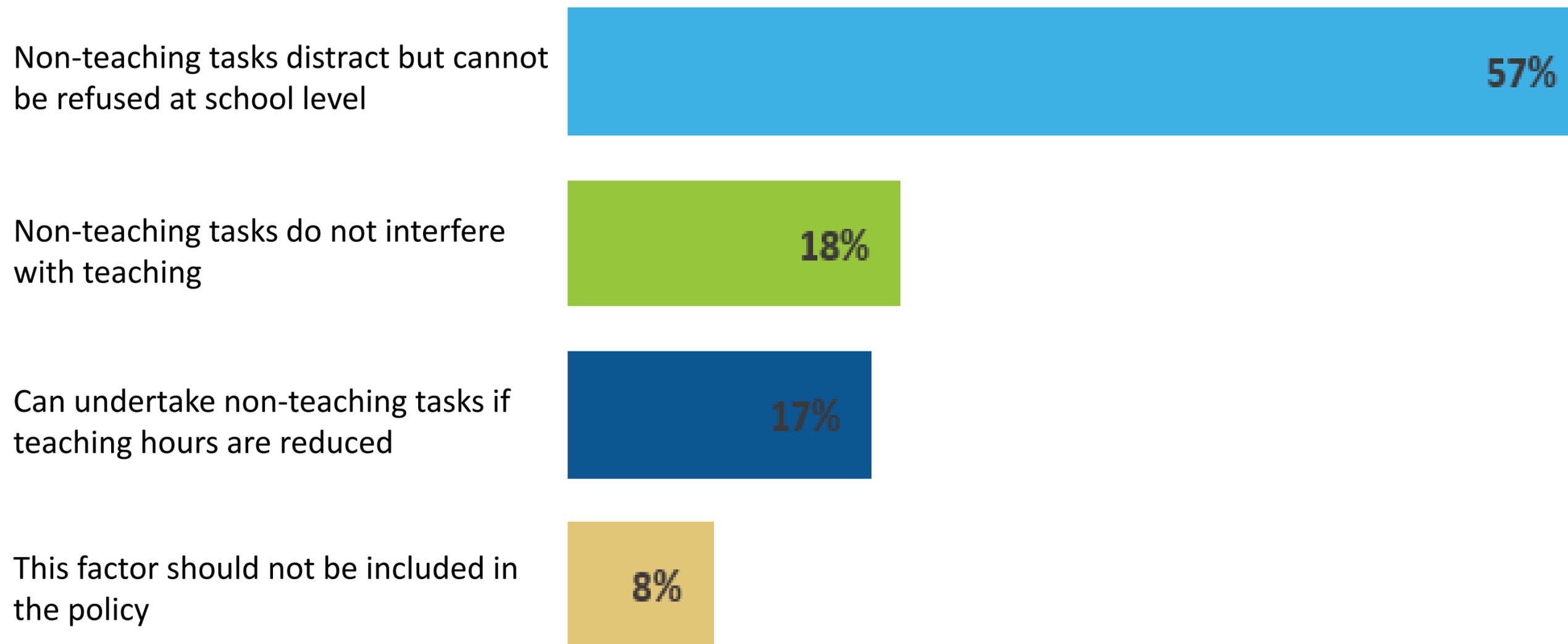


Modular PD, especially online, can be highly effective and practical in a teacher's schedule (MyCENTA example above)

Majority of teachers agreed with NEP that non-teaching activities during school hours should be disallowed.

Teachers are aligned with Draft NEP clause P.5.2.3 to allow them to focus only on teaching in school hours.

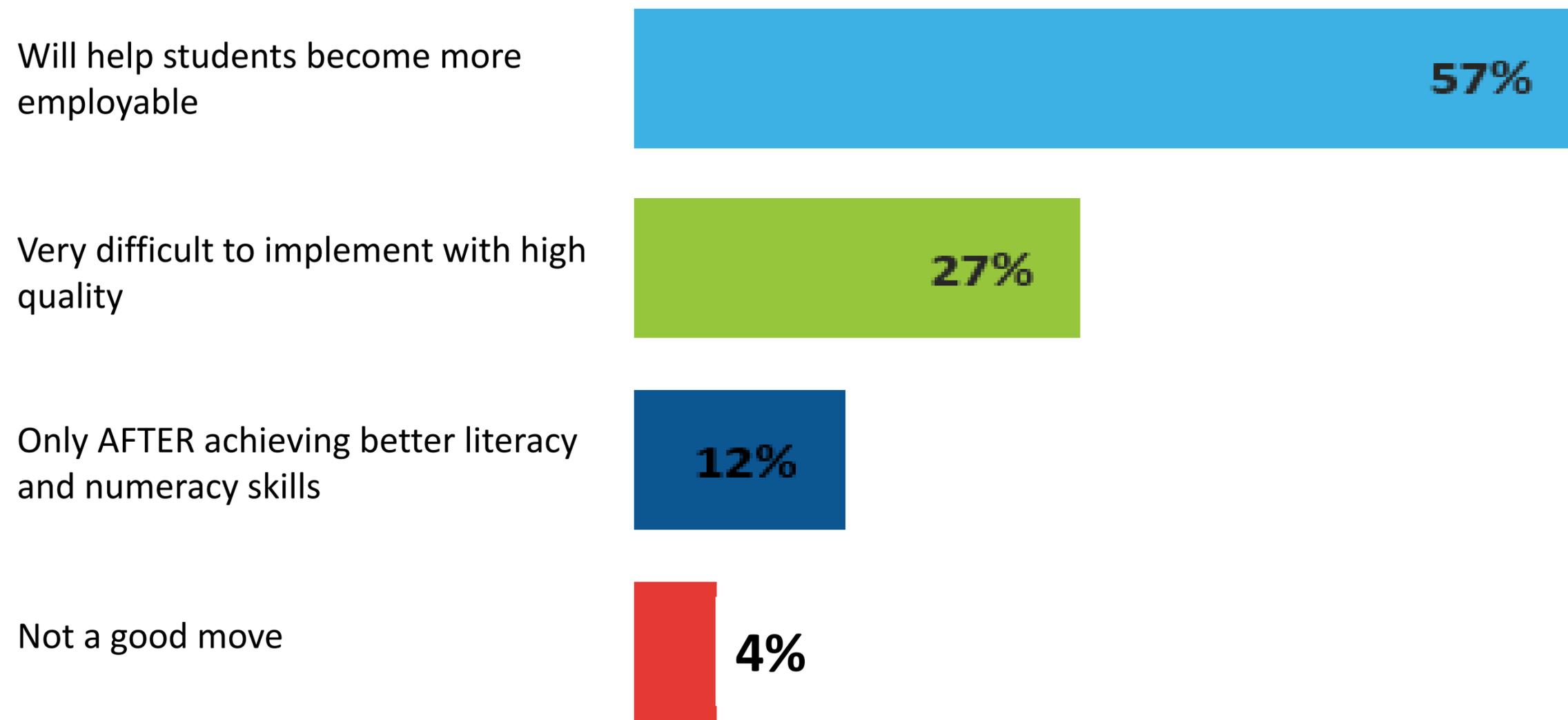
Should Teachers be involved in non-teaching activities during school hours?



Majority of teachers feel that inclusion of Social and Emotional Learning/ Music/ Art in schools and undergraduate level is a good move.

Teachers are aligned with Draft NEP clause P4.6.2.1, P.4.6.8.6

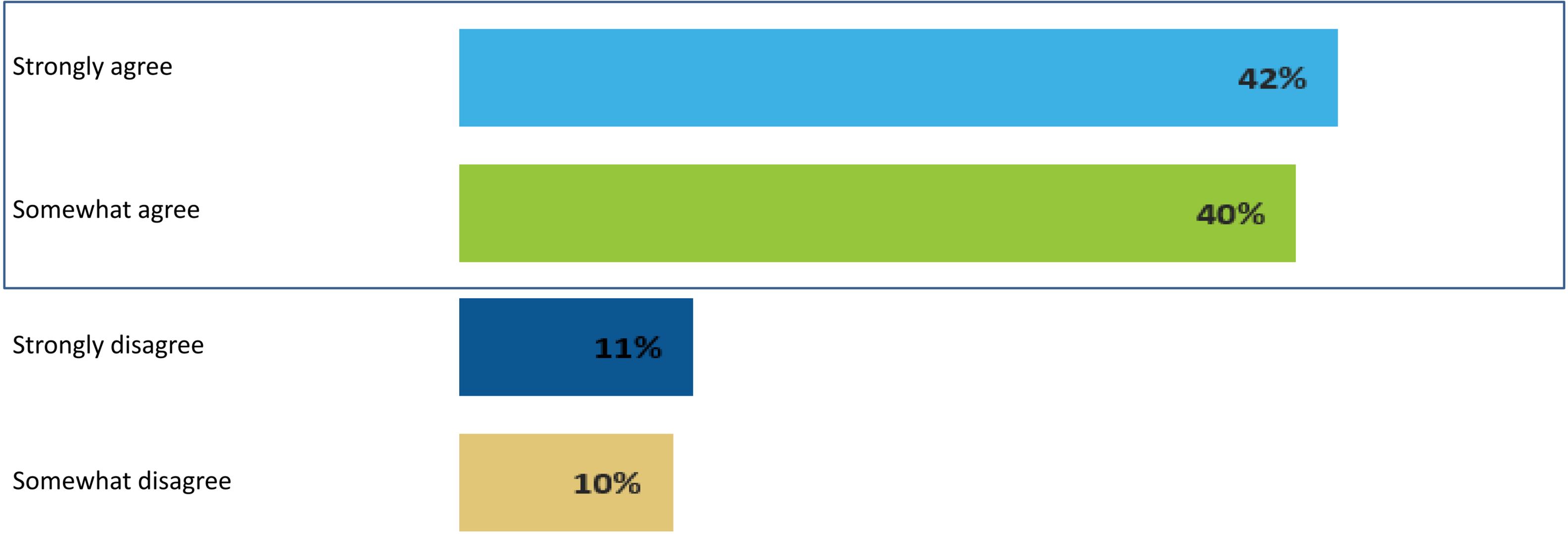
View on including Social and Emotional Learning (SEL)/ Music/ Art in schools and undergraduate level?

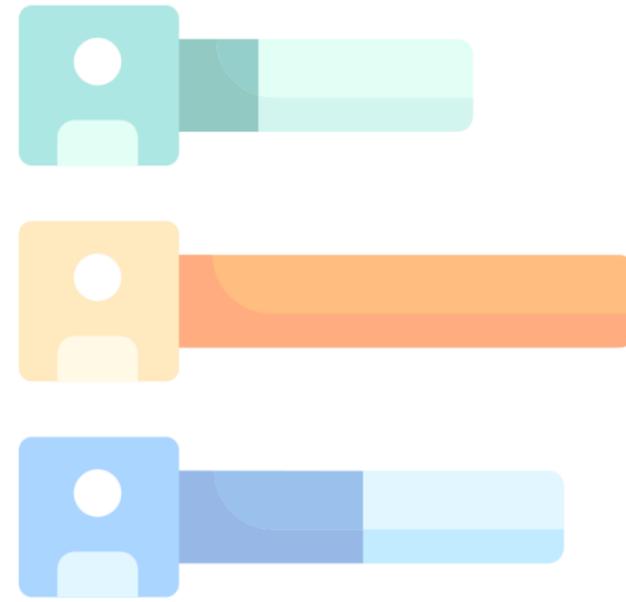


An overwhelming majority of teachers agreed that the '10+2' school format should be replaced with a '5+3+3+4' format.

Teachers are aligned with Draft NEP clause P4.1.1

Should the current 10+2 school format be replaced with the 5+3+3+4 format?





Thank You

