

**Anna University Feedback on
DRAFT NATIONAL EDUCATION POLICY
DNEP 2019**

(MHRD initiated participatory consultation process)

**Facilitated by
INTERNAL QUALITY ASSURANCE CELL (IQAC)**



Convener

Dr. RANJANI PARTHASARATHI

Professor – IST & Chairperson – I&C, Anna University

Submitted on 26th July 2019

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Preamble

In connection with the MHRD initiated participatory consultation process on the Draft National Education Policy (DNEP), Dr. Ranjani Parthasarathi, Professor – IST and Chairperson, Faculty of Information and Communication Engg, Anna University, was appointed as the Convener to consolidate and submit the feedback on DNEP, on behalf of Anna University. The Internal Quality Assurance Cell (IQAC) facilitated the convener in the dissemination of information regarding DNEP, collection of feedback from all faculty members and consolidation of the same into a feedback report.

As a first step, IQAC initiated and organized a meeting of the Deans, Chairpersons, HODs, Directors and Faculty members of Anna University Departments **on 17 July 2019 (Wednesday) at 4:00 pm in the Vivekananda Auditorium of Anna University** to disseminate salient features of the Draft National Education Policy and to seek specific suggestions. The Registrar, **Prof. Dr. L. Karunamoorthy**, welcomed the gathering and requested everyone's active engagement. **Prof. Dr. M.K. Surappa**, the Vice Chancellor of Anna University, addressed the gathering and encouraged all faculty members to take an active interest in being a part of the consultative process of formulating the Draft NEP 2019, and to provide their valuable feedback. Director - IQAC, **Prof. Dr. Kurian Joseph** gave an overview of the Draft NEP 2019, highlighting its salient features. The objectives of the Draft NEP, its focus on governance, application of Technology in Higher Education, alignment to the sustainable development goals, institutional restructuring and consolidation into Research Universities, Teaching Universities and Autonomous Colleges etc. were highlighted during the dissemination meeting. Faculty members of Anna University Departments showed a keen interest in the discussions and offered their suggestions and points of concerns regarding the Draft National Education Policy 2019.

In the next step, the feedback comments were compiled and consolidated by a Committee consisting of Faculty Chairpersons of Anna University who met on July 19th, 2019 to finetune the feedback comments and once again on July 22nd, 2019 to finalize the report. **Dr. Ranjani Parthasarathi, Convener, submitted the final Feedback Report on DNEP to the Government on 26.7.2019.**

DRAFT NATIONAL EDUCATION POLICY 2019

COMMENTS FROM

ANNA UNIVERSITY

SARDAR PATEL ROAD, CHENNAI – 600025, INDIA.

As part of the MHRD initiated participatory consultation process on the Draft National Education Policy (DNEP), a meeting of the Deans, Chairpersons, HODs, Directors and Faculty members of Anna University Departments was organised **on 17th of July 2019(Wednesday), at 4:00 pm, in the Vivekananda Auditorium of Anna University**, to disseminate salient features of the Draft National Education Policy and to seek specific suggestions.

Prof. Dr. M.K. Surappa, Vice Chancellor, Anna University, addressed the gathering and encouraged all faculty members to go through the draft Policy and offer suggestions. The salient features of the Draft NEP 2019, such as its objectives, focus on governance and the use of Technology in Higher Education, alignment to the sustainable development goals, institutional restructuring and consolidation into Research Universities, Teaching Universities and Autonomous Colleges etc., were highlighted.

Faculty members from various departments of Anna University actively participated in the discussions with great enthusiasm, and their suggestions and points of concerns on the Draft National Education Policy consolidated by a Committee consisting of the Chairpersons of the Faculty, Anna University, are presented in this Report.

I. General Comments:

- The 484-page draft NEP in four parts dealing with “School Education,” “Higher Education,” “Additional Key Focus Areas,” and “Transforming Education,” with an addendum, and 14 appendices, needs to be reorganised with clear grouping of policy objectives, targets, strategies, action plan and timeline for easy comprehension and to enable effective monitoring.

- A gap analysis with reference to the goals and achievements of the past and prevailing policy, and a root cause analysis with reference to the failures in achieving the expected targets, should form the foundation for the new policy proposals. This is important as many of the recommendations are not new; they restate existing ones. Universalization of education was committed to in NEP 1986, but, due to lack of sufficient fund allocation, many of the goals remained unachieved.
- There should be a prioritisation of policies, considering the availability of resources and interconnectivity among the different policy elements. Priority shall be to address the backlog of actions based on existing policies , such as, provision of basic amenities like buildings/ toilets, labs, play grounds, activity learning materials, appointment of teachers etc., in schools and other educational institutions prior to embarking on new directions of actions. Rapid restructuring of higher education seems to be the assigned priority, which needs careful review for smooth transition, in a phased manner, taking into account the diverse situations across the country.
- Policy recommendations for promoting internationalization of higher education, strengthening the quality of open and distance learning, technology integration at all levels of education, adult and lifelong learning, and enhancement of participation of under-represented groups and elimination of gender, social category and regional gaps in education outcomes are the welcome features of the DNEP.

II. Points of Concerns/Suggestions/Comments:

Part I - School Education

1. Early Childhood Care and Education: The Foundation of Learning
<ul style="list-style-type: none"> • Reconfiguration of curricular and pedagogical structure with Early Childhood Care and Education (ECCE) as an integral part of school education is welcome. • However, having a single curriculum at this stage is to be revisited, as effective learning can happen only if it is in tune with the socio-cultural environment. Hence, given the diversity of our country, great care should be paid in the design of the curriculum taking advantage of and adapting to local needs and resources. This has been mentioned in the document to an extent, but this needs to be executed with utmost care, as this is the foundation. • Further, given that the pre-primary learning is play-based and discovery based, does it really have to be part of formal school education? We should support and encourage home-schooling or local community schooling at this level (not just as an alternative model of education).

- Thus, NEP may consider “home-schooling“ and “community schooling” options as part of ECCE.

2. Foundational Literacy and Numeracy

- DNEP is based on the belief that the development of young people’s literacy and numeracy skills should be in place by the end of primary school. This may not be the case in reality as there will be considerable variation in the level of skills acquired by children at this level, and many will still be developing these skills. DNEP has to consider the special attention and support required for slow learners to enable them to pickup in subsequent classes.
- Literacy and numeracy are much more than “reading, writing and arithmetic”, They include critical appreciation of various forms of communication, such as spoken language, printed text, and digital media as well as the ability to use mathematical understanding and skills to solve problems that arise day-to-day. Thus inculcating foundational literacy and numeracy skills require formal methods of teaching in addition to informal methods involving play/group actions.
- Teaching of all post-primary subjects too has an important role to play in developing and consolidating students’ ability to use literacy and numeracy. Hence, sufficient care is to be taken in the design of the curricula, incorporating the needs of different types of learners.
- A pupil-teacher ratio of 20:1 is to be aimed at and the necessary funds for the increased number of teachers has to be allocated, without which all the good intentions of the policy will not materialize and reach the underprivileged sections of the society.

3. Reintegrating Dropouts and Ensuring Universal Access to Education

- As per RTE Act “No child admitted in a school shall be held back in any class or expelled from the school till the completion of elementary education”. The main argument being that making a student to repeat a grade adds to mental stress, lowers self esteem and could cause them to dropout altogether, especially for students from economically and socially weaker sections.

However, the “No detention policy” has often reduced the importance of periodic assessment and failed to ensure minimum learning levels among students, resulting in a real challenge for further learning in higher classes. Parliamentary Standing Committee in its report in 2013, quoted from a survey, the inability of a Class 5 student to read/write and do arithmetic of class 2 subjects. This needs to be explicitly addressed. Although the DNEP

mentions adaptive assessments to assess learning outcomes, the remedial measures suggested (with help from tutors, and aides) may be difficult to put into practice.

- DNEP proposes to extend RTE Act from Pre-primary to Class XII. It states that the free and compulsory part of the act will be extended up to Class XII. However, the extension of Detention/promotion policy beyond Class VIII and its potential to contribute to a lackadaisical attitude of students is to be addressed.
- Unless adequate government support is categorically ensured through local availability of good public schools, implementation of the RTE recommendations may lead to a movement towards private schools, with increased cost for education, and thus increased rate of drop-out of students from poorer families. In this context, it is suggested that to ensure the true universalization of education, the States shall own the responsibility of providing education for all.
- This would require the opening/strengthening of Government run public schools with high quality infrastructure and facilities, as a high priority action item.

4. Curriculum and Pedagogy in Schools

- Change in pedagogy with focus on the development of core capacities and life skills, including 21st century skills is essential.
- However, the merits of the proposed “5+3+3+4 structure for school education” over the present 5 (primary) + 5 (secondary) +2 (HS) system are not clear, as it has not been experimented with. Developmentally appropriate curricular and pedagogical changes can be done in the present system too, before transitioning to a different structure.
- The suggestion of semesters and choice of subjects in Classes IX to XII needs serious deliberation. The points of concern here are:
 - (i) Do the students really have a choice or will it be determined by what the school offers?
 - (ii) Do the students have the maturity to make a choice and so would it be the parents/others making the choice?

In both these cases, the flexibility, and adaptability of the curriculum will not be put to use, and there is a danger of the quality and standard of education being lowered.

- While learning multiple languages is considered to be beneficial to overall development in children, it has to be optional, especially during the early stages. Also, it may not be practical in remote areas where not more than one language is spoken, and the children will have no opportunity to practice the language. Learning languages must be a “fun” activity and not an additional burden. Hence, additional languages can be introduced but at a later stage (say from Grade 5 or 6).

- While the idea of spreading out the Board exams in Classes IX to XII is aimed at reducing the fear and other negative aspects of the existing system, the idea of census examination which is akin to the Board exam (in that it is a state-wide exam) at Grades 3, 5 and 8 is again bringing back the fear factor and that too at a very early stage! Grades 3, 5 and 8 could be school exams. But given the no-retention policy, what would be the outcome for those who do not do well in these exams? Remedial measures are to be taken and monitored, which has its own challenges.
- Also, the number of board exams a student has to take is "at least 24" during the 4 year period of Class IX to XII. Will this really help in reducing the examination fear/stress? The students will always be kept in the cloud of examinations for 4 years!
- The practicality of conducting multiple such Board exams needs to be seriously examined. As such, the practicality of the 4 year (8-semester) scheme needs to be examined.

5. Teachers

- The recommendation that teachers should not be used for non-teaching activities is welcome.
- Shifting of teacher preparation/ education programmes into large multidisciplinary universities/colleges must be done with due integration of established teacher education institutions of good standard, with large multidisciplinary universities/colleges. It is a matter of separate concern as to whether all education institutions should be multidisciplinary ones.
- While 4 year long B.Ed program with Stage-specific, subject-specific inputs to prepare teachers from Foundational to Secondary stage will help to develop trained teachers, it may restrict their further career to "Teaching" only. There should be flexibility and choice for a person who has taken the B.Ed course as well.

6. Equitable and Inclusive Education

- All sections which require special attention have to be provided for, and it has been addressed to a large extent in the DNEP.

7. Efficient Resourcing and Effective Governance through School Complexes

- The School Complex idea sounds interesting, but it has not been field-tested. At least some pilot implementations, and the study of those are required before directly embarking on this idea on a large scale.
- The financial impact of this model needs to be studied.

- While this idea may be feasible in urban and semi-urban areas, it would be difficult in rural areas. Mere provision of hostel facilities will not help. Children need to be with their families and study, for their psychological well-being.
- School Complex concept proposed for efficient resource sharing should not result in movement of children from one school to another to attend specific courses of their interest.
- It should also not result in closing of existing schools - especially Government/public schools on the grounds of poor infrastructure (including teachers). Instead the facilities and infrastructure should be improved.
- Actually, schools in a decentralized pattern will ensure the concept of neighbourhood schools and this can ensure reduction of dropouts. Therefore, along with opening adequate number of government schools as per the requirements of population growth, the opening of school complexes can be done additionally (not just by clustering the existing schools).

8. Regulation and Accreditation of School Education

- The idea of separation of powers is a good one, as it helps to remove conflicts of interest.
- The overall goal should be to move towards public/Government funded institutions providing free education for all, rather than encouraging private institutions.

Part II - Higher Education

9. Quality Universities and Colleges: A New and Forward Looking Vision for India's Higher Education System

- Proposed restructuring of higher education institutions into three types of higher education institutions needs to be done in a phased manner - especially, the switching over to degree granting autonomous college system should happen only after ensuring the availability of required accreditation/quality control systems. Further, the experience of deemed Universities is that they are given a free hand to open any number of courses with any number of seats. This kind of autonomy has led to rampant commercialization of education. It should be ensured that the same should not happen with degree granting autonomous colleges.
- As per DNEP, the Indian higher education system will consolidate into a 15000 institutions from the existing 800 universities + 40,000 colleges. It should not lead to a monopoly by certain groups and poor accessibility to rural/deprived areas. At least 50% of these should be Government institutions.

- The fate of Open Universities in the proposed three tier system is not clear!
- There is a move towards doing away with affiliating type of Universities. However, there is a specific benefit in the affiliation system which is that academic experts in the University come together to set the curriculum, syllabi, and examinations, which are followed by the other colleges. We need some mechanism in the current policy to capture this advantage. Basically, we need to make sure that the autonomous colleges do not lower the standards and dilute the system.
- Having multi-disciplinary Universities is a good idea. But to say that only multi-disciplinary Universities will exist, and there will be no technical/medical Universities is not a pragmatic solution. We could have a few multi-disciplinary ones, assess the cost and benefits of such institutions and then convert other institutions to multi-disciplinary ones. It has to happen in a phased manner with due assessment of its benefits.

10. Institutional Restructuring and Consolidation

- Adequate funding with accountability is essential to support Mission Nalanda & Mission Takshashila.
- If the benefits of higher education have to reach a large section of the society, public and Government funded multi-disciplinary Universities have to be set up. Leaving these to the private sector, will increase the cost of such education to very high levels, and it will be beyond the reach of the average Indian family. This is evident from the few private institutions that are currently offering liberal arts programs.
- Industry support could be leveraged to facilitate infrastructure.
- DNEP has proposed that "the existing Central Universities (CUs), Centrally Funded Technical Institutions (CFTIs), Institutions of National Importance (INIs) and other institutions substantially (around 50% or more) supported by the Central government (e.g., National Institutes of Technology), and Research Institutions (RIs) will all be supported to become Type 1 institutions. Such support shall be extended to deserving State Universities too.

11. Towards a More Liberal Education

- There is no doubt on the benefits of multi-disciplinary and liberal education. However, not every individual has to necessarily do arts and science. There are students with specific orientations and we need to provide for specialisations.

- Especially with respect to technical education, while it would be good to have a general engineering program, students who identify their aptitude should be able to choose a branch of Engineering to specialise in, if they so desire. This flexibility should also exist.
- There should be a mechanism with flexible time options for industry personnel to pursue education. The idea of nano-degrees could be considered, wherein multiple nano-degrees can be combined together, leading to a full-fledged degree.

12. Optimal Learning Environments and Support for Students

- We endorse the ideas.

13. Energised, Engaged and Capable Faculty

- Permanent employment for faculty with 360-degree assessment is needed.
- Faculty will be able to meet the quality expectations of the DNEP only if they have adequate support from non-teaching/ technical/support staff. Infrastructure should include this aspect as well.

14. National Research Foundation

- National Research Foundation, as an apex body for creating a strong research culture, and building research capacity across higher education, needs due funding, and control mechanisms, to promote basic/applied research that address relevant issues of local/regional/national/global concern.
- Teaching and research in any university are essentially linked to the quality of faculty and students, as well as the availability of quality facilities, with limited bureaucratic controls, but with due accountability.

15. Teacher Education

- We need a mechanism to identify and develop teachers with broad knowledge of their subject matter, educational standards and having enthusiasm to learn throughout the career.
- The DNEP proposal that all fresh PhD entrants, irrespective of discipline, to have 8-credit courses in teaching/ education/ pedagogy related to their chosen PhD subject, during their doctoral training period should be revisited. It shall be optional, depending on the interest of the candidates towards teaching.

16. Professional Education

- “Specialization” with compartmentalized knowledge often advocated by the “employability” expectations of Corporate world may conflict with multidisciplinary education of Professionals. This could be addressed by promoting the concept of "finishing schools".
- Need mechanisms to use professionals from the industry to collaborate with academics and vice-versa with proper provisions for sabbatical.
- The student faculty ratio for professional education shall be preferably 15:1 as against 30:1 recommended in the DNEP.

17. Empowered Governance and Effective Leadership for Higher Education Institutions

- Autonomy is a double-edged sword! Hence, policy interventions are required to avoid undue government interventions in Universities with Autonomy!

18. Transforming the Regulatory System

- Reputed academics should be steering the National Higher Education Regulatory Authority, the only regulator for all higher education including professional education.
- Accreditation eco-system led by NAAC should carefully revamp the accreditation criteria with appropriate weightage as relevant to the proposed three categories of HEIs.
- The contribution of accreditation system in quality enhancement needs objective evidence provided on a periodic and regular basis.
- It is suggested that all HEIs should be uploading performance criteria related data and evidences (with time stamps) in a deadline based periodicity (for example, once every semester) to ensure continuous assessment.
- A mechanism should be in place to integrate the requirements of the Professional Standard Setting Bodies for each area of professional education with the regulatory and accreditation system!
- The requirement that “HEIs to ensure that 50% of students in each of its programme will be given fee waivers ranging from 25%-100%” should not result in undue increase in fee to others for cross subsidy.

Part III - Additional Key Focus Areas

<p>19. Technology in Education</p> <ul style="list-style-type: none">• The main focus here is on ICT in education. ICT should definitely be leveraged for effective learning. But mere ICT infrastructure in terms of hardware and software in the hands of students will not suffice. They need constant guidance, and monitoring in use of the technology.• Technology in education should have a wider scope to bring in other technological artefacts to support the science and technology curricula.• The merits and feasibility of Computer-based adaptive assessment proposed to be implemented first in secondary schools and, eventually, by 2023, with computers or tablets available in all schools, extended to cover every student in every school, at the basic level, needs to be revisited taking into account the real field situations and implementation issues.
<p>20. Vocational Education</p> <ul style="list-style-type: none">• Integration of vocational education along with mainstream education is a good suggestion, and has several benefits.
<p>21. Adult Education</p> <ul style="list-style-type: none">• Adequate emphasis has been given to this topic. Community-based group learning is a possibility.
<p>22. Promotion of Indian Languages</p> <ul style="list-style-type: none">• Is a positive suggestion.

Part IV - Transforming Education

<p>23. Rashtriya Shiksha Aayog</p> <ul style="list-style-type: none">• Setting up of the Rashtriya Shiksha Ayog to enable a holistic and integrated implementation of all educational initiatives and programmatic interventions, and to coordinate efforts between the Centre and states should not undermine the provisions of the Federal system with Education as a State Subject.• This body should be primarily directed by eminent academicians, who could be identified specifically for coordinating the effort.

III. Overarching Comments:

1. Any policy has to balance between inspiring change and being implementable. While this document brings in several changes which are inspiring, many implementation issues have been overlooked. It is very optimistic in terms of the implementation. The implementation challenges (including cost and benefits) have to be studied.
2. It proposes many changes that can be taken forward only with the cooperation of and championing by all the stake holders. Thus it requires more dialogue and discussions.
3. It appears to move to a centralized system – for content, governance and funding of education. Centralization has its drawbacks of not being swift enough, being too restrictive, and being a single point of failure. A more collaborative and decentralized approach can be adopted in many places. Best practices and ideas from the various States that have been successful in the field of education for all need to be integrated.
4. In the diverse and democratic country that India is, change of such a large magnitude spanning several central/state government tenures, can happen only when everybody is on-board through debates and discussions. Only then the continuity and successful implementation can be ensured.
5. The DNEP aims to put the teacher at the heart of the system - both for school and higher education. One of the important issues in the current system is that of salary for the teachers appointed on contract/temporary basis. Many such teachers in both schools and colleges are heavily underpaid, and overworked. Salary must be commensurate to the effort. Although the DNEP says that there will be no contract teachers, a regulatory mechanism should be in place to ensure compliance to recommended salary structure by all institutions.
6. The time-frames envisaged for all the sweeping changes proposed do not look feasible. For the entire pipeline to be setup and operational, it will take 12 years to see the first outcome from the school education, and another 4 years to see the effect on higher education. Thus the actual benefits can be assessed only after 16 years. But for all this to happen we need appropriately "trained" teachers for handling ECCE and primary school to start with. How and when are we to start training them? We need a more practical approach to make such transitions possible. We need to start with strengthening existing infrastructure, and empower the teachers.

7. For all of this to happen, funding for education has to be increased multi-fold from the current situation of 0.69% of GDP. Kothari Commission (1968) had recommended the allocation of at least 10% of GDP for education. It had also pointed out that a majority of the student community in our country come from very poor families and therefore students' fee shall not be viewed as a source of revenue.

DNEP have proposed higher fund allotment but still it is much lower than what the Kothari commission had suggested. Further DNEP has proposed to allot funds for private institutions too, which needs to be avoided. Public exchequer should be used only for developing the government-supported institutions; and the private institutions are to be advised to generate their own funds without passing on the burden to the students.

Therefore DNEP should commit 10% of GDP for education and 3% of GDP for research and ensure sufficient funding for imparting quality education.

26th July 2019



**INTERNAL QUALITY ASSURANCE CELL (IQAC)
ANNA UNIVERSITY, CHENNAI – 600 025**

Lr. No. AU-IQAC/11547/NEP/2019-20

Date: 12 .07.2019

SUBMITTED TO VICE CHANCELLOR:

Esteemed Sir,

Sub: Draft National Education Policy –Dissemination and Discussion meeting on 17 July 2019 – Approval – reg.

Ref: AICTE Letter F.No. AICTE/e-Gov/EP/296 dated 04.07.2019

Ministry of Human Resource Development, Government of India is seeking inputs and suggestions on the Draft National Education Policy (NEP) 2019 from citizens. Suggestions can be submitted online <https://innovate.mygov.in/new-education-policy-2019/> latest by 31st July 2019. In this connection, AICTE has requested that necessary discussions are done in all AICTE approved institutions and its outcome may be disseminated in different media platforms.

Accordingly, it is proposed that a meeting of the Deans, Chairpersons, HODs, Directors and Faculty members of Anna University Departments may be organised **on 17 July 2019(Wednesday) at 4:00 pm in the Vivekananda Auditorium of Anna University** to disseminate salient features of the Draft National Education Policy and to seek specific suggestions under the following sections so as to contribute to the Education Policy that will hold good for the coming decades.

Part I - School Education

1. Early Childhood Care and Education: The Foundation of Learning
2. Foundational Literacy and Numeracy
3. Reintegrating Dropouts and Ensuring Universal Access to Education
4. Curriculum and Pedagogy in Schools
5. Teachers
6. Equitable and Inclusive Education
7. Efficient Resourcing and Effective Governance through School Complexes
8. Regulation and Accreditation of School Education

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Part II - Higher Education

9. Quality Universities and Colleges: A New and Forward Looking Vision for India's Higher Education System
10. Institutional Restructuring and Consolidation
11. Towards a More Liberal Education
12. Optimal Learning Environments and Support for Students
13. Energised, Engaged and Capable Faculty
14. National Research Foundation
15. Teacher Education
16. Professional Education
17. Empowered Governance and Effective Leadership for Higher Education Institutions
18. Transforming the Regulatory System

Part III - Additional Key Focus Areas

19. Technology in Education
20. Vocational Education
21. Adult Education
22. Promotion of Indian Languages

Part IV - Transforming Education

23. Rashtriya Shiksha Aayog

It is also proposed that a Committee consisting of the Chairpersons of the Faculty may consolidate the suggestions on the Draft National Education Policy on or before 22 July 2019. Dr. Ranjani Parthasarathi, Chairperson, Faculty of Information and Communication Engineering may be the Convener of the Committee.

Submitted for approval please.


DIRECTOR, IQAC


REGISTRAR

APPROVED / NOT APPROVED


VICE CHANCELLOR



REGISTRAR(i/c)

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Circular. No. AU-IQAC/11547/NEP

Date: 13 .7.2019

CIRCULAR

Sub: Draft National Education Policy –Dissemination and Discussion meeting on 17 July 2019 – Approval – reg.

Ref: AICTE Letter F.No. AICTE/e-Gov/EP/296 dated 04.07.2019 and VC approval dated 12.07.2019

Ministry of Human Resource Development, Government of India is seeking inputs and suggestions on the Draft National Education Policy (NEP) 2019 from citizens. Suggestions can be submitted online <https://innovate.mygov.in/new-education-policy-2019/> latest by 31st July 2019. In this connection, AICTE has requested that necessary discussions are done in all AICTE approved institutions and its outcome may be disseminated in different media platforms.

Accordingly, a meeting of the Deans, Chairpersons, HODs, Directors and Faculty members of Anna University Departments is scheduled on **17 July 2019(Wednesday) at 4:00 pm in the Vivekananda Auditorium of Anna University** to disseminate salient features of the Draft National Education Policy. Faculty members are requested to submit specific suggestions, if any, in writing under the following sections so as to contribute to the Education Policy that will hold good for the coming decades. Soft copy of the suggestions may be send by E mail to Director, IQAC(E mail:diriqac@annauniv.edu).

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22. Promotion of Indian Languages

Part IV - Transforming Education

23. Rashtriya Shiksha Aayog

A Committee consisting of the Chairpersons of the Faculty is requested to consolidate the suggestions on the Draft National Education Policy on or before 22 July 2019. Dr. Ranjani Parthasarathi, Chairperson, Faculty of Information and Communication Engineering will act as the Convenor of the Committee.


13/7/19
REGISTRAR (i/c)

To

1. The Deans of CEG/AC Tech/MIT/SAP campus with a request to encourage Students regarding discussions on Draft National Education Policy.
2. Chairpersons of all Faculty with a request to consolidate the suggestions on the Draft National Education Policy.
3. All HODs/Directors of Centres with a request to circulate among all faculty members of the Anna University Departments
4. The Dean CEG Campus with a request to make available the Vivekanda Auditorium for the meeting on 17 July 2019 at 4:00 pm
5. Dr. Ranjani Parthasarathi, Chairperson, Faculty of Information and Communication Engineering, Convener of the Committee
6. Director, IQAC, for the needful follow up.
7. Director, Planning and Development, Anna University
8. P.S. to the Vice Chancellor, Anna University
9. P.A. to the Registrar, Anna University

**INTERNAL QUALITY ASSURANCE CELL
ANNA UNIVERSITY, CHENNAI, 600025, INDIA**



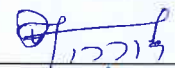

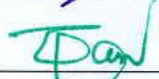

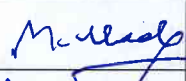


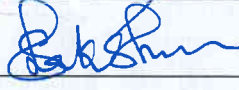



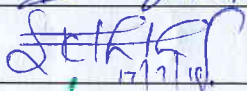

DRAFT NATIONAL EDUCATION POLICY -DISSEMINATION & DISCUSSION

Date: 17.07.2019

Time: 4.00 P.M

Venue: VIVEKANANDA AUDITORIUM

ATTEDANCE SHEET

SI.NO	NAME	DESIGNATION	SIGNATURE
1	Prof. M.K. SURAPPA	Vice-Chancellor	
2	L. KARUNAMOORTHY	Registrar	
3	N. NAGENDRA GANDHI	Professor	
4	S. RENGANATHAN	Professor	
5	G. PETHURAMAN	Professor	
6	S. Ganeshan	Professor/Medical	
7	L. Elango	Professor/Kidology	
8	S. Selladurai	Prof. & Advt. Reg	
9	M. Madhu Soothan	Prof. Dept. of Chem	
10	E. Anun Babu	Asst. Prof., CWR	
11	K. Gunasekaran	Professor/Civil	
12	N.K. Ambujam	Professor / CWR	
13	S. LAKSHMI	Professor / Civil / Dntz	
14	K. SWANTHI	Prof & Head. Chem	
15	P. MEENA KUMAR	ASSOC. PROF - ARCHITECTURE DEAN SAP 3C	
16	M. CHANDRASEKAR	Professor / Maths	
17	S. PAULRAT	Professor / Maths	
18	G. SAKTHINATHAN	Asso. Prof / AUTO	
19	M. Kanthabalan	Prof / Do ME	
20			

**INTERNAL QUALITY ASSURANCE CELL
ANNA UNIVERSITY, CHENNAI, 600025, INDIA**

DRAFT NATIONAL EDUCATION POLICY -DISSEMINATION & DISCUSSION

Date: 17.07.2019

Time: 4.00 P.M

Venue: VIVEKANANDA AUDITORIUM

ATTEDANCE SHEET

SI.NO	NAME	DESIGNATION	SIGNATURE
21	Dr. V. GOPAL	Profess, DCUE	JL
22	R. BALAMURUGAN	Associate Professor Centre for Water Resources	R. Balam
23	Dr. S. HOSSAIN THILAGAR	Professor, DEEE	Ho
24	Dr. R. SARAVANAN	Professor, RLAC DME	R. Saravanan
25	Dr. S. Sampathkumar	Professor & Emeritus, DME	S. Sampathkumar
26	Dr. C. Umarani	Professor / Civil Eng CEA	Umarani 17/7/19
27	Dr. P. THAMILSELVI	Associate Prof/civil	P. Thamilselvi
28	Dr. D. SRIDHARAN	Prof / Dept. of ECE	D. Sridharan
29	Dr. V. VELMURUGAN	Prof. / Dept. of Medical Physics	V. Velmurugan
30	Dr. G. VELRAJ.	Asso. Prof of Physics	G. Velraj
31	Dr. K. CHINNAKALI	Prof & Head / PHYSICS	K. Chinnakali
32	Dr. R. SENTHIL	Prof & Head / CIVIL	R. Senthil 17/7/19
33	Dr. V. Adarshkumar	Asso. Prof., Biotech	V. Adarshkumar 17/07/19
34	Dr. S. RAMALINGAM	Prof. Biotech.	S. Ramalingam
35	K. Udhayakumar	Prof. / EEE	K. Udhayakumar
36	Dr. T. SUBRAMANIAM	prof / Mining	T. Subramaniam 17/7/19
37	Dr. G. Arul Selvan	ASST. Prof / Auto Eng	G. Arul Selvan 17/7/19
38	Dr. M. Senthil Kumar	PROF / AUTO	M. Senthil Kumar 17/07/19
39	Dr. V. PANDIYARATAN	Associate Prof / Chemical	V. Pandiyaratan 17/7/19
40	Dr. V. T. PERARASU	Asso. Prof / chemical	V. T. Perarasu 17/7/19

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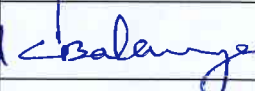


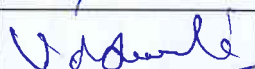
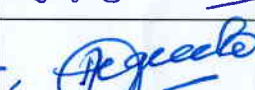

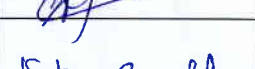
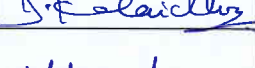
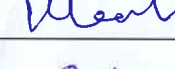



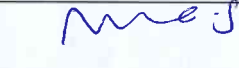
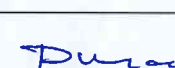
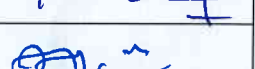




DRAFT NATIONAL EDUCATION POLICY -DISSEMINATION & DISCUSSION

Date: 17.07.2019

Time: 4.00 P.M

Venue: VIVEKANANDA AUDITORIUM

ATTEDANCE SHEET

SI.NO	NAME	DESIGNATION	SIGNATURE
41.	V. SIVAKUMAR	Asso. Prof / Chemical	
42.	Dr. C. BACAMURUGAN	Asso. Prof / Mechanical	
43.	Dr. C. Adhikesaran	Asst. Prof / Mechanical	
44	Dr. S. RASHIA BEGUM	Asst. Prof / Mechanical	
45	Dr. VELAMURALI	Prof / Mech	
46.	Dr. V. Charles	Asst Prof / DAST	
47.	KUMAR E.	Teaching Fellow / Mining	
48	K. KALACHELVAN	Prof / Ceramic Tech	
49	R. Kashyapalwan	TF / chemical	
50	E. Vasanth Kumar	TF / chemical	
51	J. DEEPAK	TF / DOME	
52.	V. Mohan Kumar	TF / DOME	
53.	S. USW	Prof & Chairperson, DISE	
54	Dr. P. VIJAYARAJU	PODP / Math / CEG	
55	T. THYAGARAJAN	DEAN, MIT Camp	
56	Dr. T. V. Geetha	Dean, CEG Campus	
57	Dr. S. Kalaiselvan	HOD, DAST	
58	Dr. R. PALPANDI RAJ	Asst. Prof CBT	
59.	Parvati Gupta	Ph.D. scholar, A/Sec media sciences	
60.	K.L. Nandhini Priya	Ph.D scholar, Media sciences	

INTERNAL QUALITY ASSURANCE CELL
ANNA UNIVERSITY, CHENNAI, 600025, INDIA

DRAFT NATIONAL EDUCATION POLICY - DISSEMINATION & DISCUSSION

Date: 17.07.2019

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Venue: VIVEKANANDA AUDITORIUM

ATTEDANCE SHEET

SI.NO	NAME	DESIGNATION	SIGNATURE
61	DR. N. SRIRANJANARAJU	AP/MIT/PT	N. Sri Ranjan
62	Dr R. Muruganandhan	Asst Prof / med	R. Muruganandhan
63	Mr. E. Rajasekaran	Visiting faculty / med	E. Rajasekaran
64	S. Kalaimagal	ASSISTANT PROFESSOR	S. Kalaimagal
65	N. Muthu Mekele	AP	N. Muthu Mekele
66	e N Pratheeba	AP, CHE, ACT	e N Pratheeba
67	P. GOMATHI PRIYA	Professor A. Tech	P. Gomathi Priya
68	BRINDA LAKSHMI	Asst. Professor / Chem. Engg / Ac Tech	Brinda Lakshmi
69	T. Santhoshini Priya	Asst Prof / Chemical / Ac Tech	T. Santhoshini Priya
70	Dr. M. CHITRA	Asst. Prof Physics	M. Chitra
71	DR. S. KANMANI	Prof & Director	S. Kanmani
72	C. Jimmy	Asst Prof / EE / MIT	C. Jimmy
73	DR. S. P. JOY VASANTHA RANI	ASSO. PROF / EE / MIT	S. P. Joy Vasantha Rani
74	DR. J. JANIRANI	Professor / Prod. Tech / MIT	J. Janirani
75	Vineetha Malhar	TF / EE / MIT	Vineetha Malhar
76	V. Gowthami	TF / EE / MIT	V. Gowthami
77	M. Neevakshi	Prof / DECE / CEG	M. Neevakshi
78	DR. R. DILLIBABU	Prof / MED / CG	R. Dillibabu
79	P. Venkateswaran	TF / DOSE / CEG	P. Venkateswaran

**INTERNAL QUALITY ASSURANCE CELL
ANNA UNIVERSITY, CHENNAI, 600025, INDIA**

DRAFT NATIONAL EDUCATION POLICY - DISSEMINATION & DISCUSSION

Date: 17.07.2019

Time: 4.00 P.M

Venue: VIVEKANANDA AUDITORIUM

ATTEDANCE SHEET

SI.NO	NAME	DESIGNATION	SIGNATURE
80	M. JA GADGESHI	Teaching fellow	M. Jaya
81	J. Logeswaran	Teaching Fellow	J. Logeswaran
82	K.R. Siblethi	Champus Hall HOD Mech. Phy	K.R. Siblethi
83	Saswati Ambekar	Prof. & Head, IES	Saswati Ambekar
84	Dr. P. Aruna	Prof Head, DMP	P. Aruna
85	Dr. D. Mohan Lal	Prof in Mech Engg, DMP	D. Mohan Lal
86	Dr. A. Panduranga	Prof Chemistry	A. Panduranga
87	Prof. I. ARUL ARAM	Dept. of Medical Science	I. Arul Aram
88	Dr. A. Elayaperumal	Prof, Mech. Eng	A. Elayaperumal
89	Dr. R. V. Vijay	Prog, IES, AV	R. V. Vijay
90	Dr. S. Narayana Kulkarni	Director Crystal Growth Centre	S. Narayana Kulkarni
91	Dr. G. RAJKUMAR	Director - CED	G. Raj Kumar
92	Dr. K. SANKAR	Asso. prof. Mathematics, AV	K. Sankar
93	D. Samuel Raj	Asst - Prof; Mech.	D. Samuel Raj
94	Dr. V. S. SENTHIL KUMAR	Professor / Mech / CED	V. S. Senthil Kumar 17/7/19
95	Dr. G. S. NARAYANAKUMAR	Asso Prof / Dept CED	G. S. Narayanakumar
96	Dr. M. OMKUMAR	Asso. Prof / DOME CED	M. Om Kumar
97	Dr. M. RAJMOHAN	Prof / Dept of Industrial Information	M. Raj Mohan
98	Pudhuma Bharathi	Asst Prof / Architecture (SAP)	Pudhuma Bharathi



REGISTRAR(i/c)

ANNA UNIVERSITY, CHENNAI, 600025, INDIA
Ph: 044-22352161, 044-22357004, E-mail: registrar@annauniv.edu
Fax: 91-44-22351956



Circular. No. AU-IQAC/11547/NEP

Date: 18.7.2019

CIRCULAR

Sub: Draft National Education Policy – Meeting of Faculty Chairperson to consolidate the Suggestions – reg.

Ref: AICTE Letter F.No. AICTE/e-Gov/EP/296 dated 04.07.2019 and VC approval dated 12.07.2019

Circular. No. AU-IQAC/11547/NEP / 13-07-2019

Ministry of Human Resource Development, Government of India is seeking inputs and suggestions on the Draft National Education Policy (NEP) 2019 from citizens. Suggestions can be submitted online <https://innovate.mygov.in/new-education-policy-2019/> latest by 31st July 2019. In this connection, AICTE has requested that necessary discussions are carried in all AICTE approved institutions and their outcome may be disseminated in different media platforms.

Accordingly, a Dissemination / discussion meeting was held on 17-07-2019. As a follow up, a meeting of the Chairpersons of Faculty, Anna University is scheduled on **19 July 2019 (Friday) at 10:30 am in the Registrar Conference hall of Anna University** to discuss and consolidate the suggestions on the Draft National Education Policy.



REGISTRAR (i/c)



To

1. Chairpersons of all Faculty with a request to consolidate the suggestions on the Draft National Education Policy.
2. Dr. Ranjani Parthasarathi, Chairperson, Faculty of Information and Communication Engineering, Convener of the Committee
3. Dr. Hosimin Thilagar S Additional Director Academic Courses with the request to attend the meeting as a special invitee
4. Director, IQAC,
5. Director P& D
6. P.S to V.C
7. P.A to Registrar



INTERNAL QUALITY ASSURANCE CELL
ANNA UNIVERSITY, CHENNAI, 600025, INDIA
Ph: 044 - 22357027, e-mail: iqac@annauniv.edu



Letter
give to
CEG - Dean
for
auditorium
booking

Dr. Kurian Joseph
Professor & Director

Lr. No. AU-IQAC/11547/NEP/2019

Date: 16-07-2019

To
The Dean CEG,
Anna University,
Chennai 600025.

Respected Madam

Sub: IQAC – Draft National Education Policy -Dissemination & Discussion on
17.07.2019- Request for **Vivekananda Auditorium** – Reg.
Ref: Registrar Circular No.AU-IQAC/11547/NEP Dt : 13.07.2019

With reference to the Registrar Circular No.AU-IQAC/11547/NEP Dt : 13.07.2019 (Copy enclosed),
it is requested to make available the **Vivekananda Auditorium** for the **Draft National Education Policy -
Dissemination & Discussion meeting** on 17.07.2019 at 4.00 P.M.

Honourable Vice Chancellor, Registrar, All Campus Deans, All Faculty Chairpersons, All HODs,
All Centre Directors and all Faculty Members will be participating in this meeting.

Thanking you,

Yours sincerely,

Dr. Kurian Joseph
Director, IQAC

Encl: Circular : AU-IQAC/11547/NEP/2019

Received
17/7/19



INTERNAL QUALITY ASSURANCE CELL
ANNA UNIVERSITY, CHENNAI, 600025, INDIA
Ph: 044-22357027, e-mail: iqac@annauniv.edu

To
Canteen

Dr. Kurian Joseph
DIRECTOR

Lr. No. AU-IQAC/11547/

Date: 16-07-2019

To
The Manager
CEG Canteen,
Anna University, Chennai – 25.

Dear Sir

Sub: AU- Draft National Education Policy -Dissemination & Discussion on 17.07.2019-
Refreshments – Reg.

Ref: Circular No.AU-IQAC/11547/NEP

With reference to the above, the Internal Quality Assurance Cell (IQAC) is organizing a - Draft National Education Policy -Dissemination & Discussion on 17.07.2019 (Wednesday) at 4.00 PM in the Vivekananda Auditorium , Anna University.

In this connection, it is requested that refreshments may please be arranged for 300 persons as per the following details:

Sl.No.	Date & Time	Venue	Items	Qty
1	17.07.2019 (Wednesday)	Vivekananda Auditorium, Anna University	Spl. Tea	150
			Spl. Coffee	150
			Biscuits	2 for each(600)

Thanks and regards,

Yours sincerely,


16/7/19
Dr. Kurian Joseph
DIRECTOR

Note :-
Biscuits used
21 packets only.
50-21
29 Remaining

Photographs taken during the discussions on 17.7.2019



Prof. Dr. L. Karunamoorthy, Registrar, Anna University, welcoming the gathering



Prof. Dr. M.K. Surappa, Vice Chancellor, Anna University, addressing the gathering



Prof. Dr. Kurian Joseph, Director – IQAC, giving an overview of the Draft NEP 2019



Section of the Audience



Feedback given by the participating officials and faculty members



Feedback given by the participating officials and faculty members

Photographs taken during the consolidation meeting held on 22.7.2019

Dr. Ranjani Parthasarathi, Convener along with IQAC team and Faculty Chairpersons reviewing and consolidating the feedback comments

