



From the Editor's Desk

The draft National Education Policy (NEP) released by the Government of India is an important step towards laying out clear guidelines on access, equity, affordability and accountability in education. This is the first substantial revision of the policy in over two decades, and given the massive technological changes that have occurred over those 20 years, such a revision was long overdue.

The NEP's emphasis on Early Childhood Care and Education (ECCE) and foundational literacy and numeracy is commendable. Expanding the Right to Education (RTE) Act to include three to six-year-olds will help lay a better cognitive and nutritional foundation for children. To that end, integrating pre-schools with Anganwadis is a welcome step. The NEP also rightly identifies India's severe learning crisis which, if left unchecked, will lead to over 100 million Indians unable to read, write or do basic arithmetic necessary for any productive life and engaged citizenship.

That said, old ghosts still haunt this NEP. Political calculus instead of pedagogical pragmatism seems to guide the overambitious language policy which recommends as many as four languages to be taught to middle-schoolers. Demonising and de-emphasising English as a 'foreign'

language in an effort to preserve regional linguistic diversity is a road to hell paved with good intentions.

Finally, an education system is only as good as its teachers. With a deficit of over a million teachers and 25 percent of the existing elementary school teachers having no college education, addressing the gaps in the teaching workforce is perhaps the biggest challenge facing India today. And unfortunately, it is one that has no technological silver bullet.

Over the last quarter, the CLIL@India Project has participated in the civil society engagement over the draft NEP and submitted comments to the Human Resource Development Ministry. The Project also trained 42 pre-service teachers in Content and Language Integrated Learning (CLIL). You can read more about these initiatives in this newsletter.



Regards,
Ajinkya
Executive Director, CLIL@India

Upcoming events



July 22-25

The **CLIL Master Advanced Teacher Training (CLIMATT) Workshop** will be held at Chitkara University, Punjab. This workshop will see the participation from teachers who had previously attended CLIL Teacher Training Intensive workshops at each of the Indian partner Universities. The workshop will be led by Prof Luciana Pedrazzini and Dr Andrea Nava, faculty at University of Milan.

September 5-6

To mark the culmination of the CLIL@India project, the CLIL@India Manipal team is organising a 3-day conference: **Transforming Pedagogy in India: Connecting Content and Language (TPICCL), 2019 at Manipal Academy of Higher Education, Manipal.** The conference will include paper presentations, panel discussions and will be attended by all the CLIL@India consortium members along with other guests.





With the objective of supporting multilingualism in India, CLIL@India is a project designed to set up a network of activity centres aimed at the transfer of CLIL knowledge/know-how and adaptation of European-based practice to the Indian education context. The project involves a consortium of universities in India and Europe.

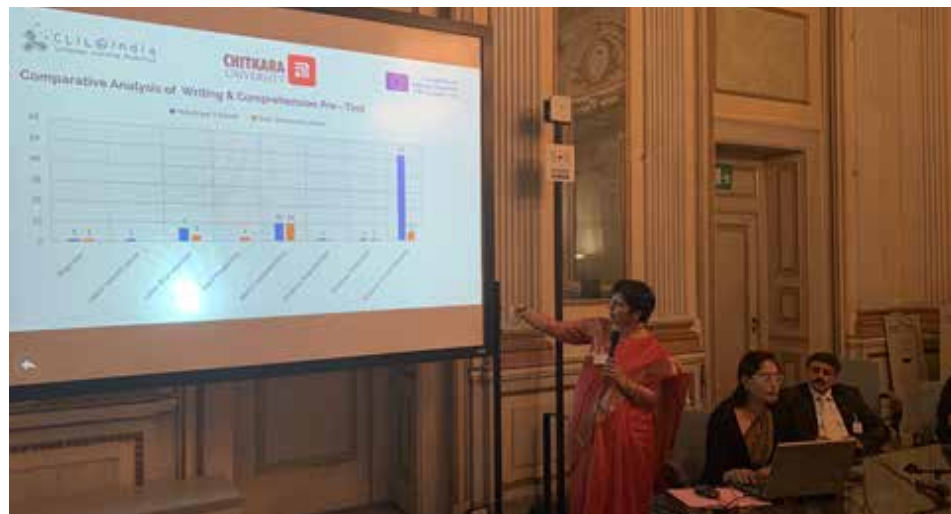
the opportunity to present the interim results of the CLIL teacher training and implementation of the CLIL pedagogy in selected primary schools of the country.

An additional aim of the conference was to facilitate the exchange of CLIL experiences and showcase examples of action research projects in Europe. To this end, the conference saw participants from such European countries as Italy, Latvia, the UK, Portugal, and Spain.

The conference organisation was led by the very competent team comprising Luciana Pedrazzini, Andrea Nava, Monica Sinibaldi, Angela Gatto, Mario Nappo and Ajinkya Deshmukh.



The project held a conference at the University of Milan on 4th and 5th March 2019 to give visibility to the work being done by the members of the consortium at the beginning of the third and final year of the project. The conference gave Indian partners



CLIL Course at TMA Pai College Of Education

In collaboration with an ongoing Jean Monnet Centre of Excellence project at MAHE, Manipal, a module designed by CLIL@India project was introduced and implemented in TMA Pai College of Education, Udupi in 2019. The module titled "CLIL in the Indian Context", was integrated into the B.Ed. curriculum for the 3rd semester of studies.

This course entailed 32 contact hours that covered the basic principles of CLIL theory, and the important knowledge needed for its application in general, and in the Indian classrooms in specific. With a class strength of 44 pre-service



teachers, all coming from different subject specializations, a diversified and dynamic environment was created. To add to this, the classes were conducted bilingually as and when possible, giving the option to the students to not only interact and speak in class in either English or Kannada, but also have the same option when it came to writing their exams.



A team of five, four from the CLIL@India team, Manipal accompanied by Ms Devika Rani, currently pursuing her PhD on CLIL facilitated the module as instructors.

The students who enrolled in this course were provided relevant resource

and teaching material at the end of their semester, along with certificates. The module will be offered under the framework of Jean Monnet Centre of Excellence in India - EU Interdisciplinary studies till 2021.



A Response To The Draft National Education Policy (NEP), 2019

The draft National Education Policy (NEP) released by the Government of India recently is an important step towards laying out clear guidelines on access, equity, affordability and accountability in education. At the outset, we would like to thank the government for keeping the draft open to public discussion and comment. We also would like to take this opportunity to congratulate the Ministry of Human Resource Development (MHRD) for recognizing the learning crisis in the country and for including Early Childhood Care and Education (ECCE) as an integral component to providing quality education.

1. On English being the language of the elite, lacking script-sound correspondence

Recommendation:

Identify English as an Indian language and make efforts towards improving English language teaching (ELT) in India.

Rationale:

While home languages are important for cognitive growth, one cannot take

away the importance of English since it is a mandatory requirement for workplaces around the globe.

2. Language Proficiency

Recommendation:

Develop an assessment grid suitable for all Indian languages, like the CEFR, that lays down clear parameters for testing language proficiency.

Rationale:

Absence of a tool to test proficiency is a hindrance in designing clear outcomes for students as well as teachers.

3. Bilingual or a multilingual approach

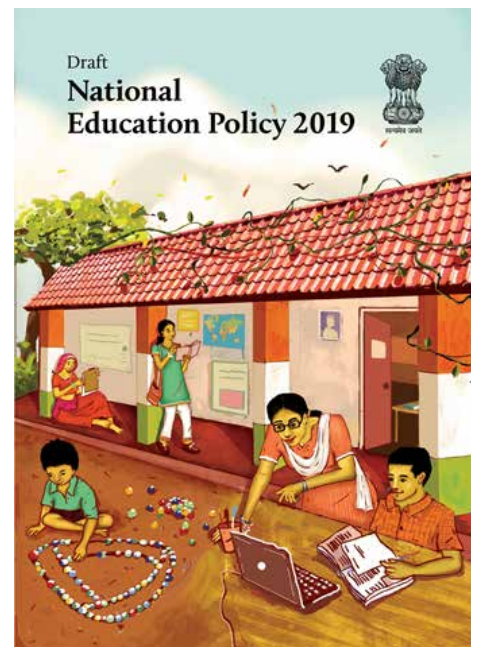
Recommendation:

Focus on developing a Mother-Tongue Based Bilingual Model of Education, with an equal emphasis on both English as well as the home/regional language and provide additional languages as electives.

Rationale:

An English-only approach or a vernacular medium-only approach in

school education will compromise on quality and equity.



4. A bilingual approach to Social Sciences

Recommendation:

The bilingual approach be extended to subjects such as social sciences and the arts. However, it is important that the student be exposed to academic terms in both languages, preferably between grades 9-12, so that the student is

prepared for universities, where the medium of instruction is English.

Rationale:

Social Sciences taught in regional languages is relatable because they are locally relevant and steeped in our culture. But, using such a bilingual approach in science would be difficult to implement since most scientific terms are largely English.

5. Teacher Education/Competences

Recommendations:

Highlight the requirement for language related skills in the pre-service training tracks, as well as for the CPD.

Conduct a qualifying examination on the lines of an exam such as the IELTS (The International English Language Testing System) for aspiring teachers, available freely for them.

Offer Certifications in language for both pre-service and in-service teaching.

Rationale:

Teachers must be proficient in English as well as the regional language given their central role in the language acquisition of students.

TRANSFORMING PEDAGOGY IN INDIA: CONNECTING CONTENT AND LANGUAGE 5-6 September 2019 Manipal Academy Of Higher Education, Karnataka

The demand to form states across linguistic lines started even before India gained independence in 1947. At the time, such a linguistic movement was seen as a major step towards planning a multilingual and multicultural education. However, the language reality in India is so complex that measures such as linguistic reorganisation of states or the three-language formula have not fully encompassed the linguistic needs of minorities. With over 1000 plus mother tongues and a population of 1.2 billion people, India's plurilingual character necessitates the inclusion of several


languages in the school curriculum. However, curricular, pedagogic and environmental obstacles that classrooms face in India, impede the implementation of a multilingual model.

In 2001, the United Nations Educational Scientific and Cultural Organisation (UNESCO) reaffirmed its mandate on ensuring cultural diversity by proposing that "languages, with their complex implications for identity, communication, social integration, education and development, are of strategic importance for people and

language issues. The CLIL model (Content and Language Integrated Learning) was thus developed as a dual focussed flexible approach that would integrate language and content. Over the last ten years, CLIL has been widely accepted as a pragmatic solution to medium of instruction debates and as a potential strategy to combat pedagogic obstacles in Europe.

Since its success in Europe, policy makers across Europe have been keen about transnational CLIL projects across several countries. In India, Manipal Centre for European Studies (MCES) developed the first CLIL@India project partnering with six universities and piloted CLIL across four states. As we come to an end of this 3-year long journey, we believe that it is time to share some of our experiences and insights from the study and create a platform to discuss other such innovative models. We propose to organise a three-day conference in this regard on September 5-6, 2019 at Manipal Academy of Higher Education (MAHE), Manipal.

The Conference includes paper presentations from young researchers, doctoral candidates, teachers and teacher educators in the area, panel discussions with experienced academicians in English Language Teaching and teacher education, and panel discussions in the field.



5-6 SEPTEMBER, 2019

CLIL@India, Manipal Academy of Higher Education (MAHE)
welcomes researchers, teachers, trainee teachers and teacher educators interested in using cross curricular language learning techniques to present their views on new pedagogical practices at a three day conference this September.

Abstract Submission Deadline - 21st JULY, 2019
Register at - <http://bit.ly/TPICCL2019>

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the planet...". It also recognised language as the primary vector for communicating information and knowledge on the internet and identified internet as a medium for social transformation.

In the wake of such developments, a trans-European movement to ensure plurilingualism began in the mid-1990s. Though Europe has had a wide variety of bilingual approaches to language learning, there was a need to reconceptualise available practices to create a 'European' solution to complex