



PEARSON
**VOICE OF
TEACHER**
— SURVEY —

Helping Shape India's New Education Policy

About Pearson

Pearson is the world's leading education company, present in over 70 countries and educating more than 150 million people worldwide. Pearson in India provides educational content, materials, technologies, assessments and related services to institutions, educators, and learners of all ages and stages. Pearson in India has diverse offerings across school, higher and professional education.

Learner outcomes have always been important to Pearson – our purpose is to help people make progress in their lives through learning.

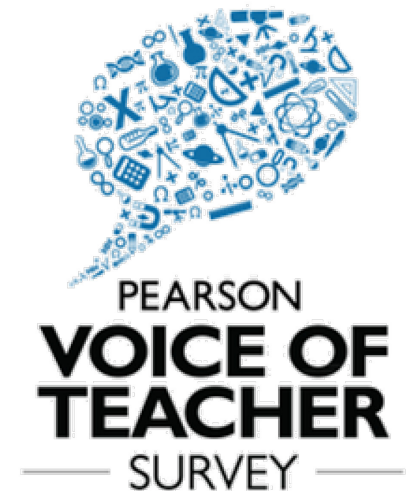
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Pearson Voice of Teacher Survey 2015

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Introduction

India's Education Sector: Evolution since 1992

1992



0.8 m schools



196 universities



163 m students



3.9 m teachers

Sec. & Sr. Secondary

Enrollment: 21.2 m (13%)
GER: 22.4%
Teachers: 0.9 m

Higher Education

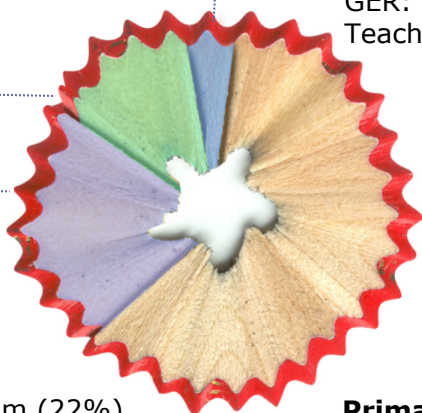
Enrollment: 5.3 m (3%)
GER: 8.9%
Teachers: 0.3 m

Upper Primary

Enrollment: 35.6 m (22%)
GER: 62.8%
Teachers: 1.1 m

Primary

Enrollment: 101.0 m (62%)
GER: 100.2%
Teachers: 1.6 m



2014*



1.4 m schools



712 universities



285 m students



8.2 m teachers

Sec. & Sr. Secondary

Enrollment: 59.1 m (21%)
GER: 73.6%
Teachers: 1.6 m

Higher Education

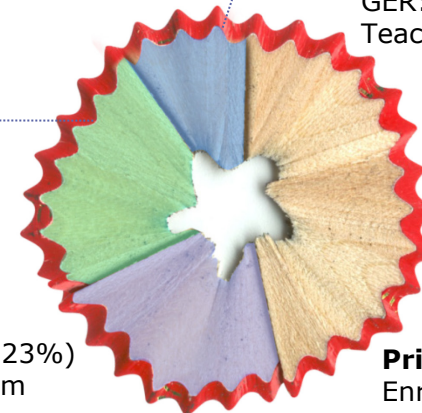
Enrollment: 29.6 m (10%)
GER: 21.1%
Teachers: 1.3 m

Upper Primary (23%)

Enrollment: 65.8 m
GER: 87.4%
Teachers: 2.5 m

Primary

Enrollment: 130 m (46%)
GER: 99.3%
Teachers: 2.7 m



National Policy on Education (1986/1992)

New Education Policy (Under Consultation; 2015)

Note: Gross Enrollment Ratio (GER) is defined as the number of students enrolled in a level, regardless of age, divided by the population of the age group that officially corresponds to the same level
Source: Ministry of Human Resource Development (MHRD) [Link: <http://mhrd.gov.in/statist>]; Government of India; *2013-14 (provisional)

Introduction

New Education Policy and Focus Themes

New Education Policy: An Introduction

"The Government of India would like to bring out a National Education Policy to meet the changing dynamics of the population's requirement with regards to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry"

- Ministry of Human Resource Development (MHRD), Government of India

As part of the consultative process, the Government of India is seeking inputs from the citizens on 33 themes outlined in the proposed New Education Policy.

Focus themes for Pearson Voice of Teacher Survey 2015

- 1 Comprehensive Education—Ethics, Physical Education, Arts & Crafts and Life Skills**
- 2 School standards, school assessment and school management systems**
- 3 Promotion of ICT systems**
- 4 Engagement with industry to link education to employability**

Introduction

Pearson Voice of Teacher Survey 2015

Objective

The 3rd edition of Pearson Voice of Teacher Survey collates feedback of teachers on key themes of the proposed New Education Policy. The aim is to **contribute to the ongoing consultative process** of the Government of India.

Sample Size

The survey represents views of **5,387 teachers** across schools and higher education institutes

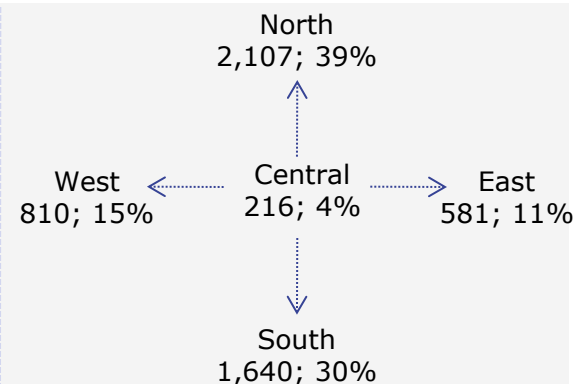
- Over 527 cities and towns were covered across India



Schools
2,452; 46%



Higher Education
2,935; 54%



Timeline (Survey Fielding)

The survey was fielded in **July–August 2015**

The **partner for this survey is Spire Research and Consulting**. Spire is a leader in strategic market research and consulting with focus on customized, strategic research studies.

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Key Findings: Holistic Education and Assessment Framework

Holistic Education

60% of the teachers believe that **India's education system is providing comprehensive/ holistic** (*subject knowledge along with social, creative, physical and ethical*) **education to learners...**

...however, **teachers at higher education level are less convinced with the existing system's ability to provide holistic education** (51%) vis-à-vis counterparts at school level (72%)

Assessment Framework

Over 52% of the teachers feel that the current assessment framework does not provide specific action items to teachers and parents...

...this poses a challenge because appropriate **continuous assessment of students' performance** is perceived to be a critical enabler of holistic education (47%)

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Key Findings: Technology Adoption and Employability

Technology Adoption

- **Most teachers recommend provision of computer and internet connectivity** (66%) across all educational institutions on priority basis

...however, teachers consider **high cost** a major challenge in technology adoption (38%)

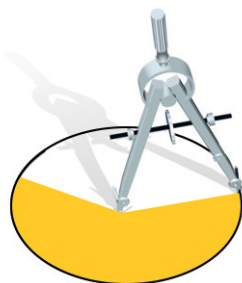
Employability

- Teachers opine that **57% of students completing their education are not adequately prepared** (*have the required knowledge, skills, attitude and ethics*) **for employment**
- Teachers at the **higher education level consider a much larger proportion of students unemployable (64%)** vis-à-vis school teachers, who consider 48% students unemployable
- For improving employability, teachers suggest:
 - **Industry-academia partnership to restructure courses** (75%)
 - **Merit-based industry internships** across all courses (48%)
 - **Industry training for teachers** (44%)
 - **Higher credits for practical assignments** (44%)

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Snapshot: All-India Perspective

1 Perspective on Holistic Education



60% teachers

60% of the teachers believe that our current education system is providing holistic education to learners

2 Efficacy of Current Assessment Framework



52% teachers

Over half of the teachers opine that the current assessment framework does not provide action items to teachers and parents

3 Challenge in Technology Adoption



38%
teachers: High cost of
technology

Teachers view high cost as the biggest challenge in technology adoption

4 Employability of Students



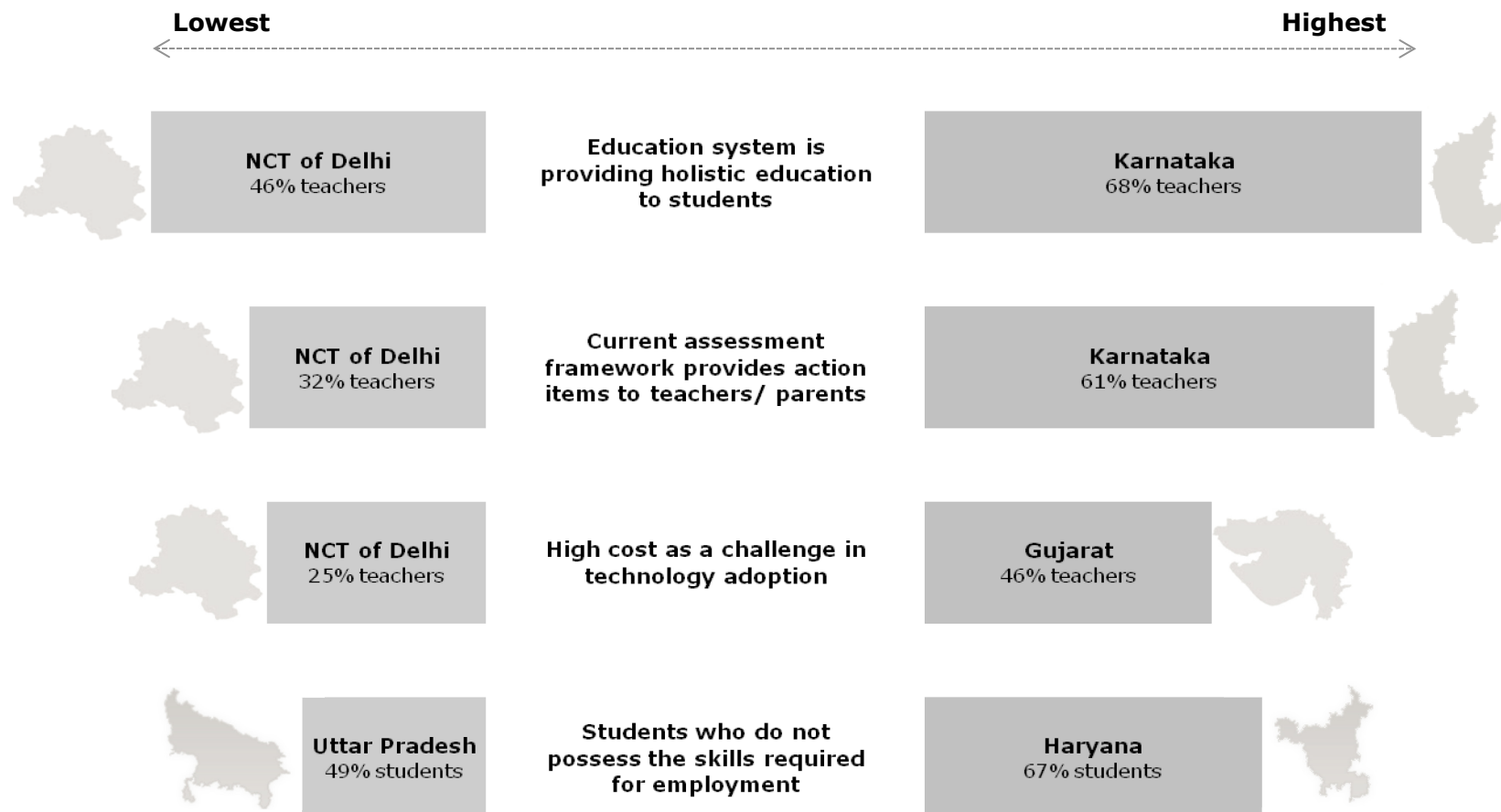
57% students

According to teachers, 57% of the students completing their education in India do not possess the skills required for employment

Sample: All-India: 5387; Schools: 2452; Higher Education: 2935

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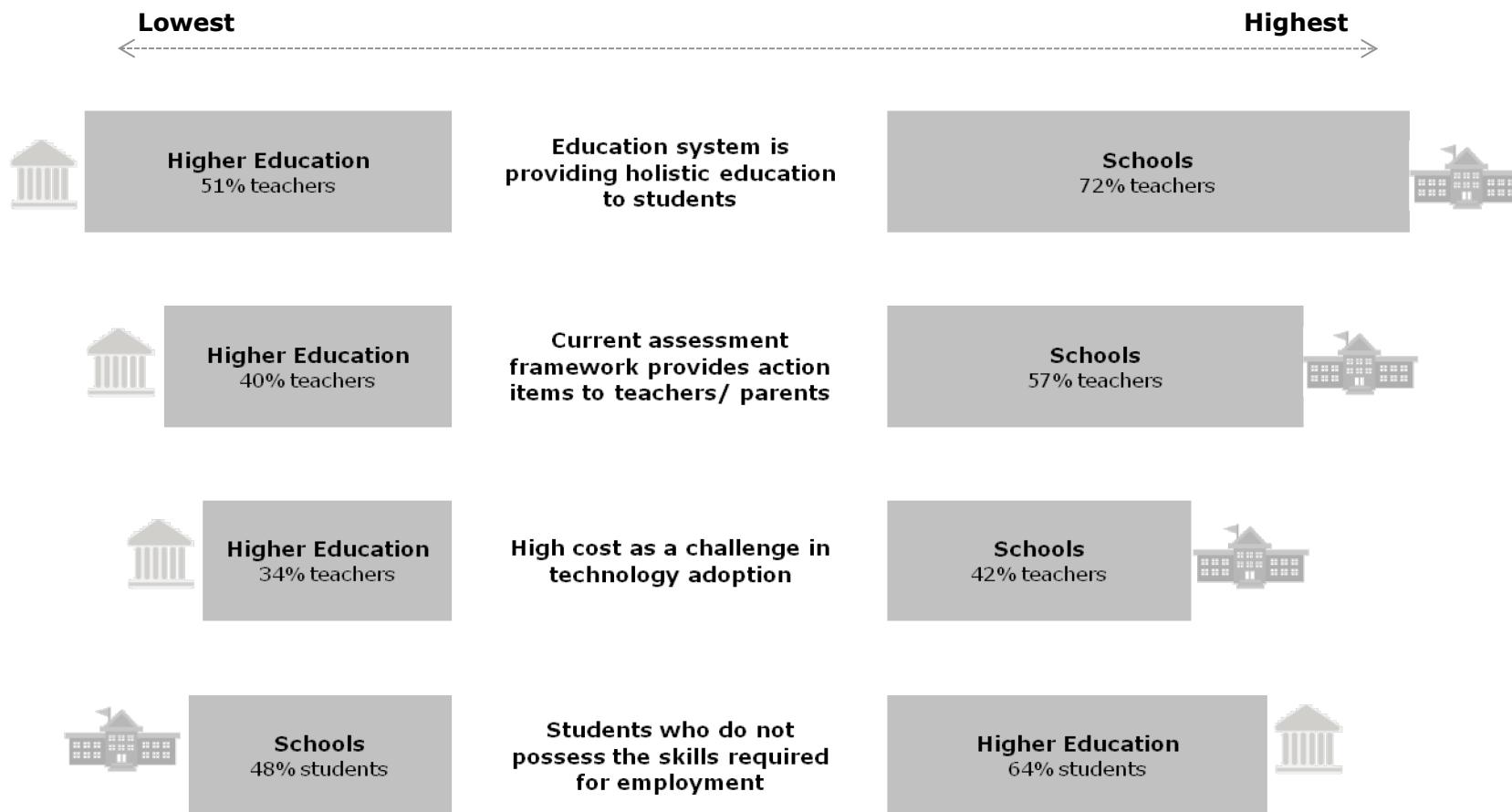
Snapshot: State-level Perspective



Note: Sample sizes vary across each question

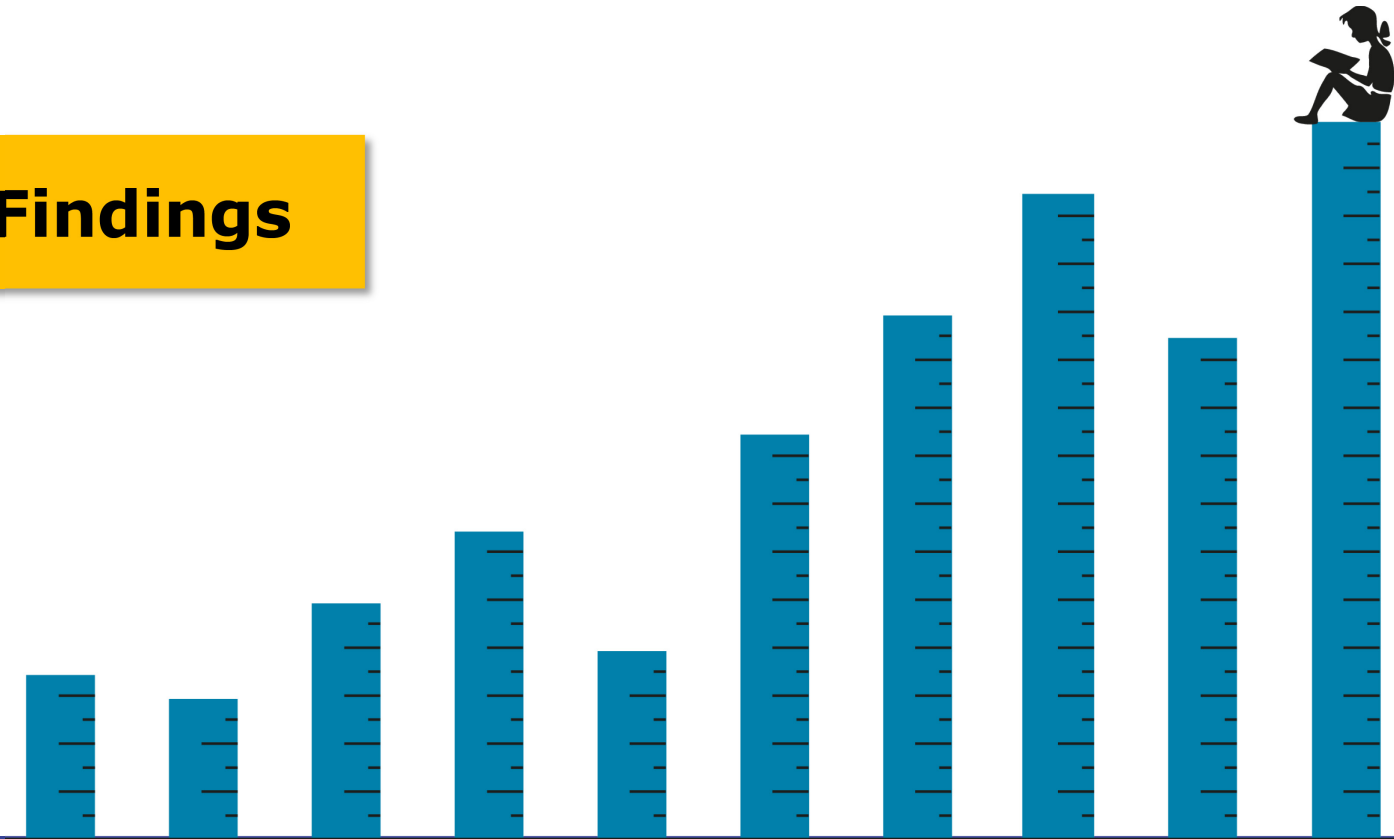
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Snapshot: Institute-level Perspective



Note: Sample sizes vary across each question

Detailed Survey Findings

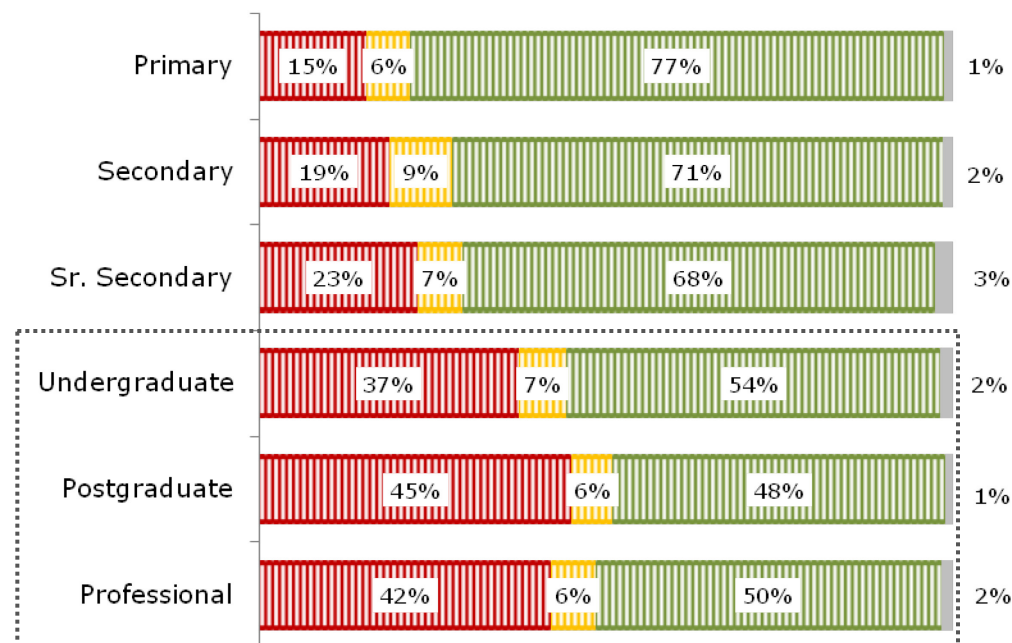
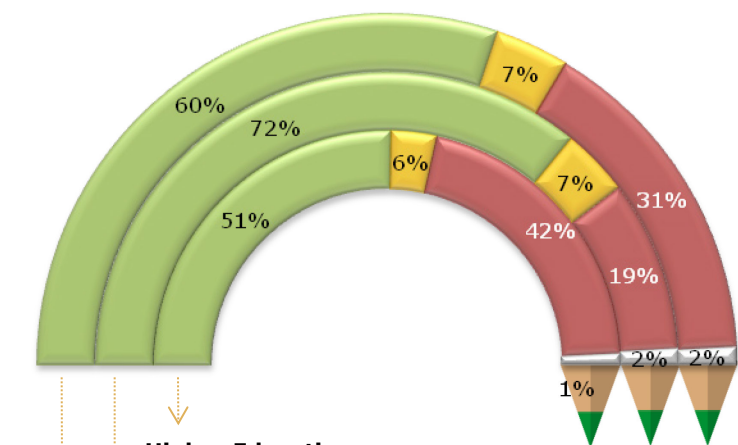


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Holistic Education: All-India

60% teachers believe that the **current education system contributes to holistic development of learners**. However, the system is perceived to have **lower efficacy at higher education level (51%)** vis-à-vis school level (72%).

Response to: "Indian education system is providing holistic education to learners"



■ Agree ■ Neutral ■ Disagree ■ Not sure

■ Disagree ■ Neutral ■ Agree ■ Not sure

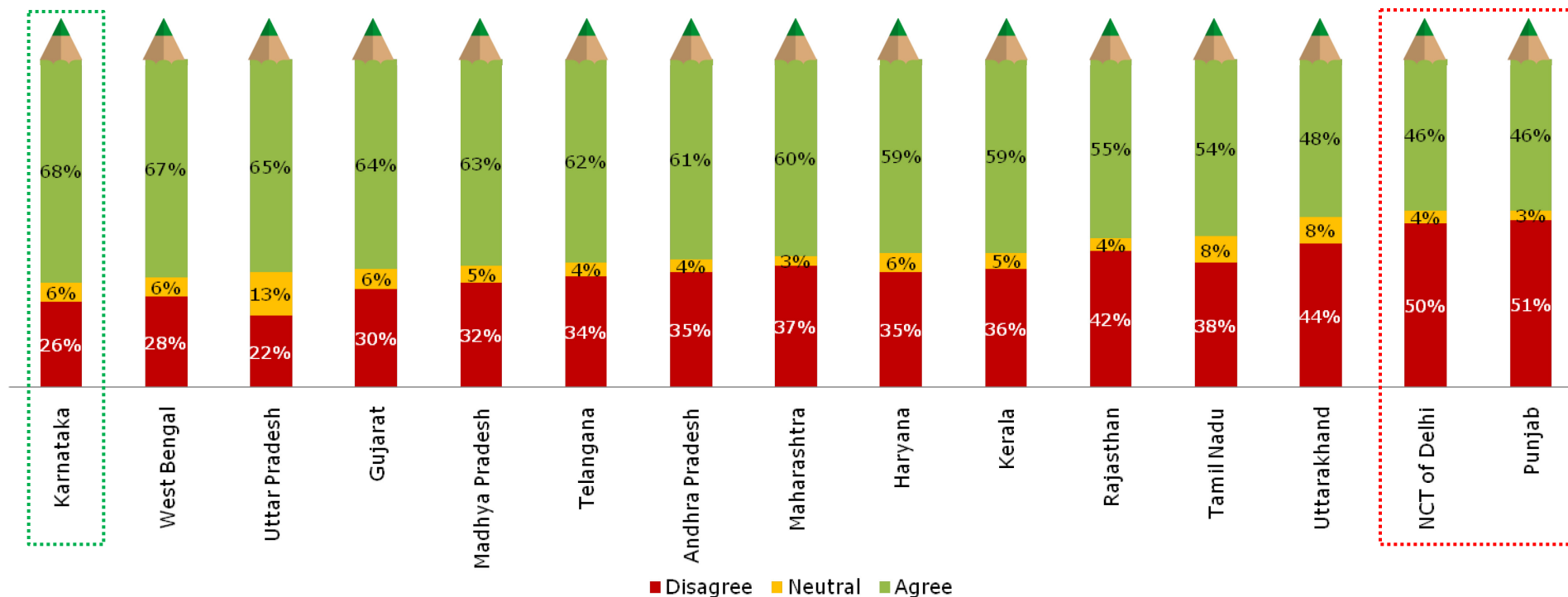
Sample: All-India: 5387; School: 2452; Higher Education: 2935; Primary: 657; Secondary: 991; Sr. Secondary: 706; Undergraduate: 1151; Postgraduate: 1372; Professional: 411
Question: Do you agree with the statement: "Indian education system is providing holistic (subject knowledge along with social, creative, physical and ethical) education to learners"?

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Holistic Education: State-level

Nearly half the teachers surveyed in Delhi (50%) and Punjab (51%) disagree that education system imparts holistic learning; teachers in Karnataka have the most confidence on the system's efficacy.

Response to: "Indian education system is providing holistic education to learners"



Note: "Not sure" responses have been excluded from the sample base; The numbers have been rounded-off

Sample: Tamil Nadu: 463; Maharashtra: 555; Uttar Pradesh: 1242; Karnataka: 614; Gujarat: 242; West Bengal: 417; NCT of Delhi: 181; Telangana: 213; Andhra Pradesh: 181; Punjab: 133; Madhya Pradesh: 167; Rajasthan: 139; Haryana: 159; Kerala: 140; Uttarakhand: 61

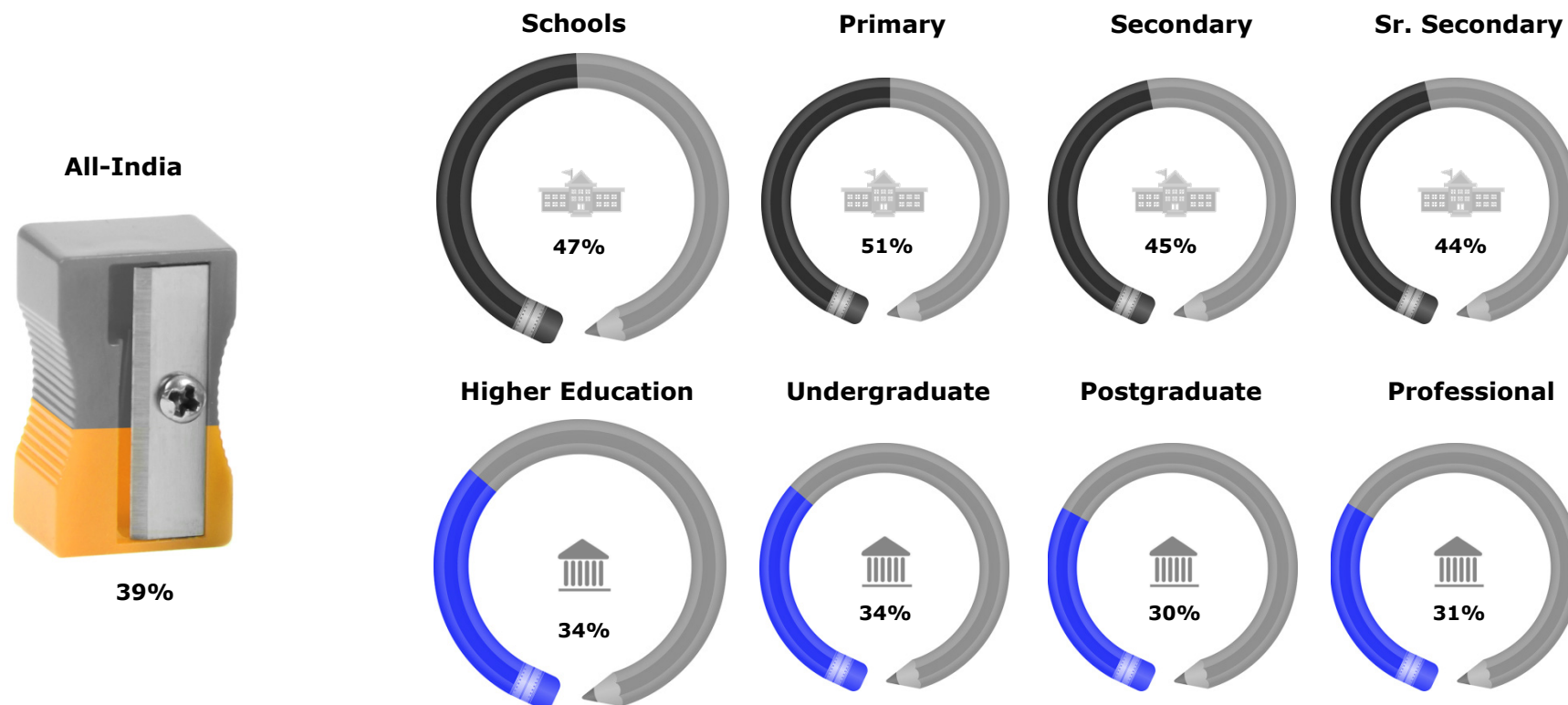
Question: Do you agree with the statement: "Indian education system is providing holistic (subject knowledge along with social, creative, physical and ethical) education to learners"?

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Parents' Involvement in Holistic Education: All-India

Teachers believe that, on an average, only **about 40% of the parents are involved in facilitating holistic development of their children**; this involvement drops at the higher education level

% of parents involved in holistic development of their children

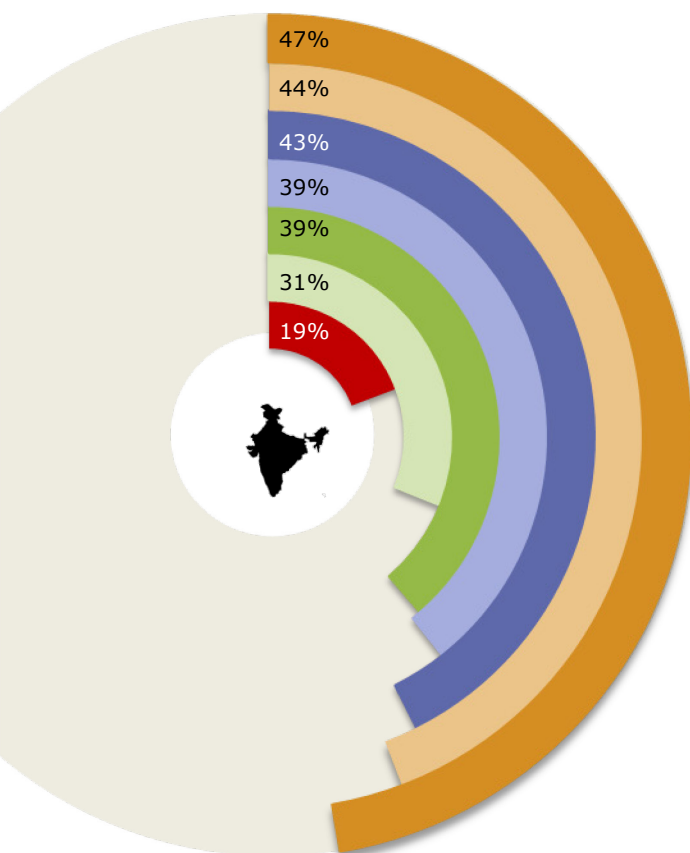


Sample: All India: 5295; School: 2427; Higher Education: 2868; Primary: 647; Secondary: 984; Senior Secondary: 699; Undergraduate: 1133; Postgraduate: 1335; Professional: 397
Question: Thinking of your class, what % of parents are involved in the holistic development (beyond subject-based learning) of their children?

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Holistic Education—Potential Solutions: All-India

Continuous assessments of students' performance is considered the most effective way to transition from 'rote/ subject-based learning' to 'holistic learning'



Potential ways to facilitate holistic learning...

- Continuous assessments of students' performance
- Better integration of technology and digital content into teaching methodology
- Linkage between concepts across subjects/ disciplines
- Customized teaching focused on individual needs of students
- Integration of ethics and life skills in the curriculum
- Involvement of parents on an ongoing basis
- Greater emphasis on physical education and arts & craft

Schools



Higher Education



Note: The % represent the proportion of teachers who rated the parameters as 5 on a scale of 1 to 5, where 1=not important and 5=extremely important

Sample: All India: 5384; School: 2452; Higher Education: 2935

Question: How important are the following parameters in moving the education system from 'rote/ subject-based learning' to 'holistic learning'?

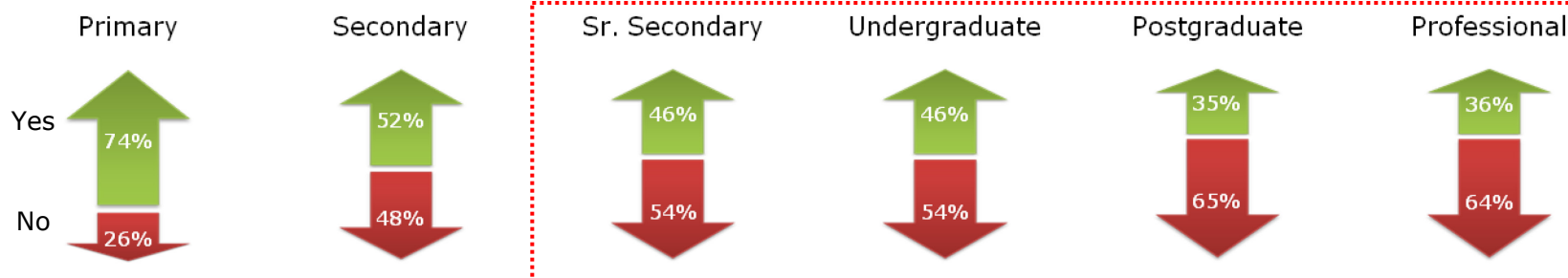
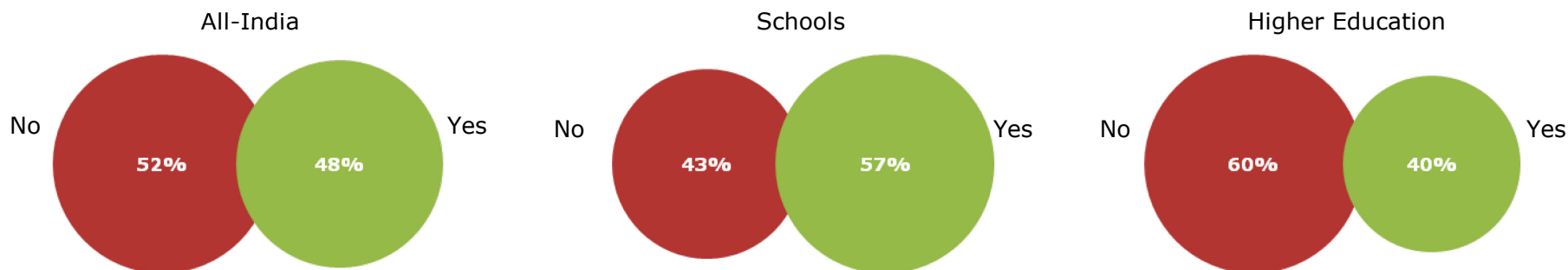
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Assessment Framework: All-India

Over half of the teachers surveyed (52%) feel that the current assessment framework does not provide specific action items; dissatisfaction is higher at senior secondary (54%) and higher education levels (60%)

47% Teachers consider continuous assessments 'extremely important' for holistic education

Response to: "Current assessment framework provides specific actions items for parents and teachers"



Sample: All-India: 5271; School: 2375; Higher Education: 2896; Primary: 622; Secondary: 969; Sr. Secondary: 692; Undergraduate: 1135; Postgraduate: 1353; Professional: 407

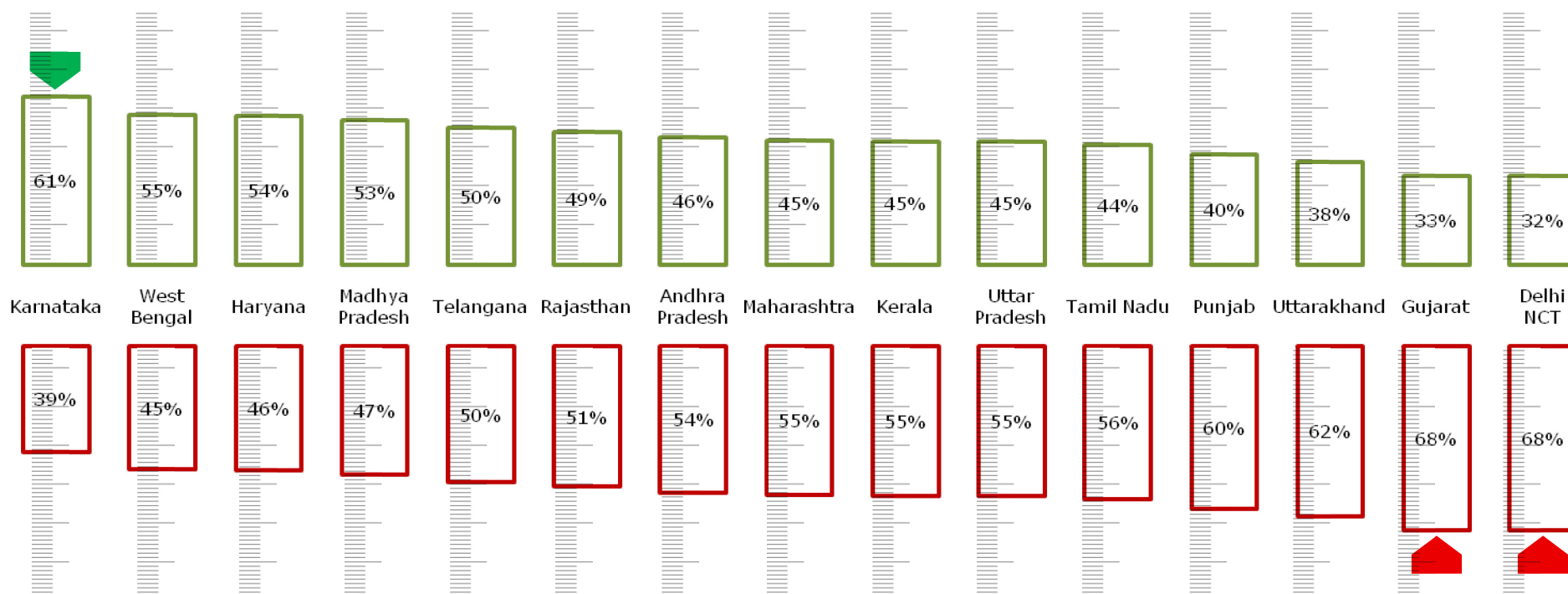
Question: Assessment is an important feedback mechanism for learners. In your view, does our current assessment framework provide specific action items for parents and teachers to address learning gaps?

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Assessment Framework: State-level

Teachers in Karnataka (61%) are most satisfied with the inputs that they receive from the assessment framework; teachers in Delhi NCT (32%) and Gujarat (33%) are least satisfied

Response to: "Current assessment framework provides specific actions items for parents and teachers"



Note: The numbers have been rounded-off

Sample: Tamil Nadu: 468; Maharashtra: 543; Uttar Pradesh: 1288; Karnataka: 590; Gujarat: 240; West Bengal: 403; NCT of Delhi: 179; Telangana: 212; Andhra Pradesh: 183; Punjab: 131; Madhya Pradesh: 159; Rajasthan: 138; Haryana: 160; Kerala: 135; Uttarakhand: 61

Question: Assessment is an important feedback mechanism for learners. Does our current assessment framework provide specific action items for parents and teachers to address learning gaps?

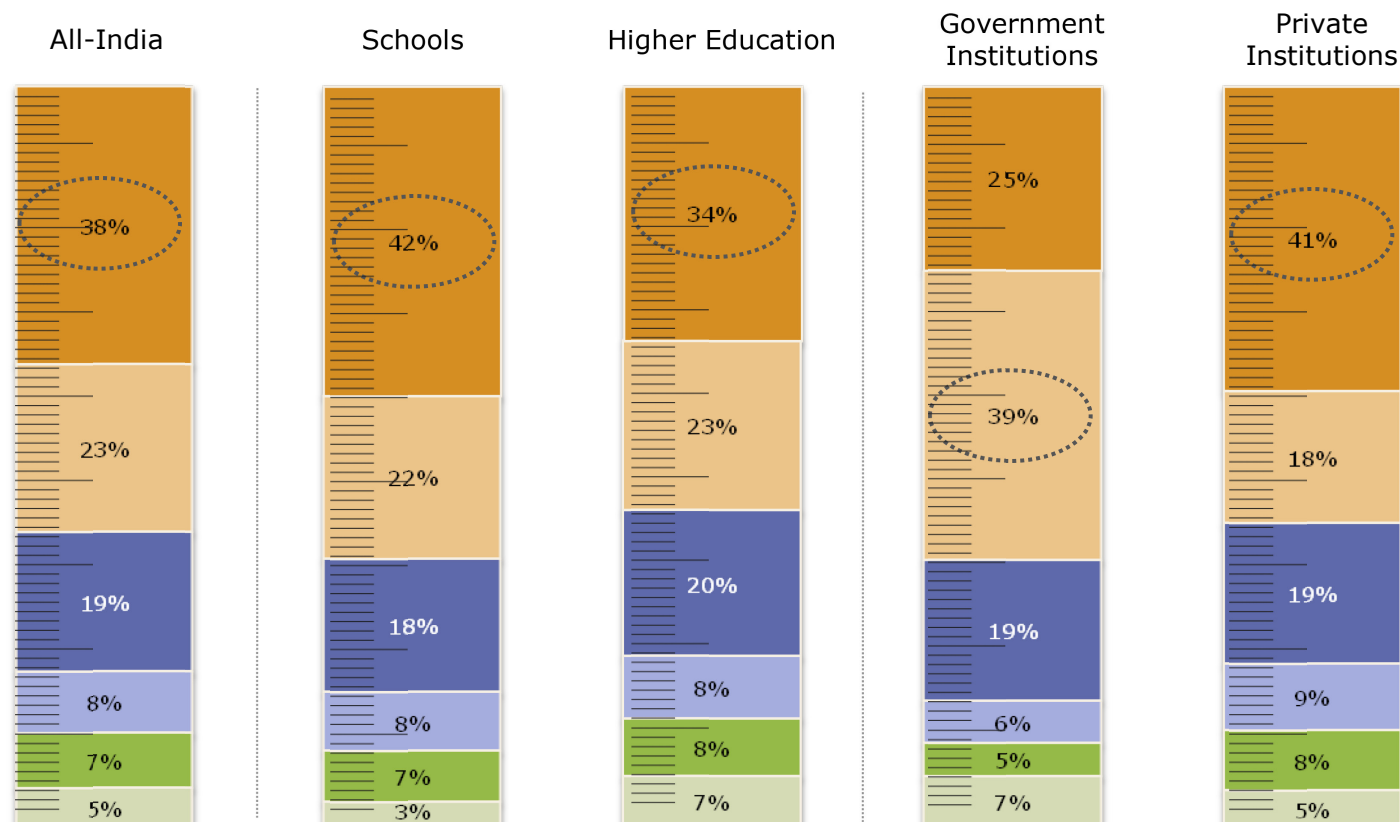
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Challenges in Technology Adoption

The biggest **challenge** in adoption of technology is the perceived **high cost of installation**. For **Government institutions**, however, **lack of infrastructure and staff for maintenance is a much bigger challenge**.

44% Teachers consider **technology adoption** 'extremely important' for holistic education

- High costs of technology installation
- Lack of infrastructure and staff to maintain the technology aids
- Lack of training support to teachers
- Technology is difficult to use/ integrate in classroom teaching
- Management does not find digital teaching aids useful
- Other



Sample: All-India: 4722; School: 2053; Higher Education: 2669; Government: 1055; Private: 3667
Question: In your school/college/ institute, what is the biggest challenge in adoption of technology?

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Technology Adoption: Verbatim and Other Challenges

"Funding is a problem. Banks do not finance educational ventures easily, [there are] high cost[s] of interest, [and] low levels of school/ college fees"

- Professional course faculty
Private institute, Kochi, Kerala

"Frequent electricity cuts disrupt the teaching in class when using smart class room technology"

-Secondary teacher
Government school, Mohali, Punjab

"Lack of faculty training. In our college, it is fully digitized. All of a sudden the faculty cannot change from chalk & board to smartboard"

- Postgraduate faculty
Private institute, Coimbatore, Tamil Nadu

"In my opinion, most of the teachers have no attitude towards new learning! It may [be] because there is no compulsion in it!"

- Senior secondary teacher
Government School, Surat, Gujarat

"Regular maintenance is not present; [which] results in breakdown of the technology and infrastructure. Dedicated staff is required to maintain the infrastructure"

- Postgraduate faculty
Private institute, Gurgaon, Haryana

Other Challenges

Lack of motivation among staff to adapt to technology

Lack of interest/ comfort with technology among students

Lack of time with teachers to learn and use technology

Poor electricity supply

Issues in maintenance of technology aids

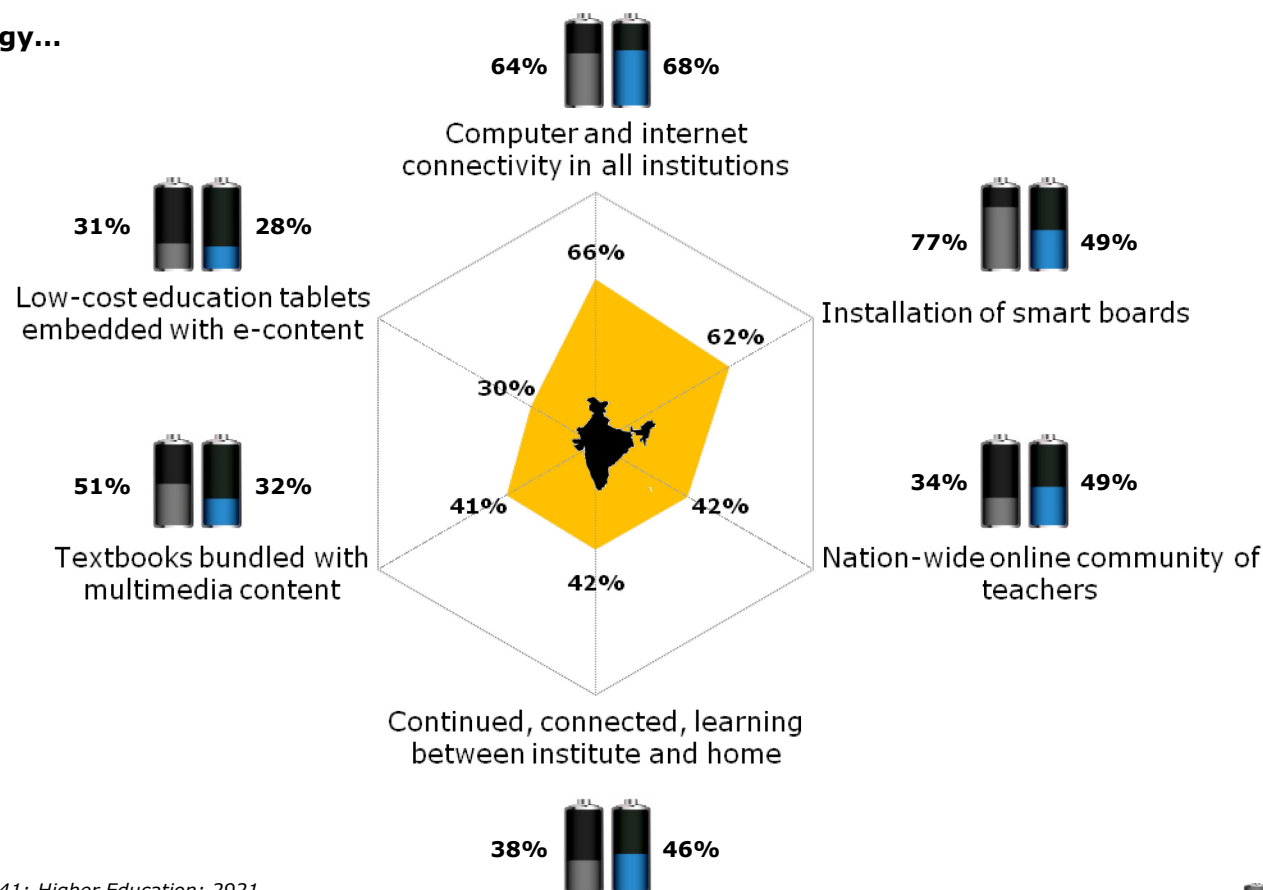
Question: In your school/college/ institute, what is the biggest challenge in adoption of technology?

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Technology Adoption: Potential Solutions




Teachers across India consider **improving computer and internet connectivity** and **installation of smart boards with multi-media content** (esp. in schools) key technology requirements

Potential ways to better utilize technology...



Sample: All-India: 5362; School: 2441; Higher Education: 2921

Question: In what ways can technology be better used in the education system?

 All-India
  Schools
  Higher Education

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Technology Adoption: Verbatim and Other Potential Solutions

"There are still many schools that have no internet connectivity or a computer lab. If computer labs could be installed in all schools along with language labs; teachers too could become more computer friendly"

- Postgraduate faculty,
Private Institute, Hyderabad, Telangana

"By providing material/content presented using animation/real time implementation of the concepts"

-Professional course faculty
Private institute, Kakinada, Andhra Pradesh

"[There should be an] effective and integrated assignment system that has an inbuilt parameter of continuous evaluation of the student across at-least 3 levels of learning such as class 8,9, and 10 or BA or two years across MBA"

- Postgraduate faculty
Private Institute, Chandigarh

"Teachers ought to be trained in the use of digital technology and given opportunities for sharing and preparing matter. There should be a central nodal point for this, with classrooms equipped for this."

- Undergraduate faculty
Private Institute, Kochi, Kerala

"It should be mandatory to have digital classrooms in education system; then it attracts students as well as [is] less stress[ful] to teachers"

- Secondary school teacher
Private school, Hyderabad, Telangana

Question: In what ways can technology be better used in the education system?

Other Potential Solutions

Training support to teachers

Online knowledge sharing

Online tests and assessment

Free online digital content

Distance and online programs

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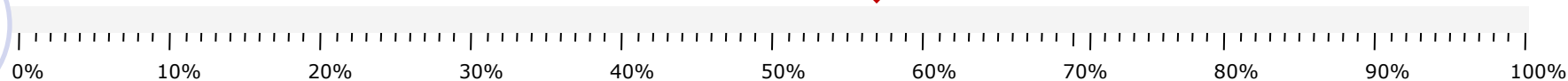
Employability of Students: All-India

Teachers believe that **57% of the students are not adequately prepared for employment; higher education faculty consider a much larger proportion of students unemployable (64%)** vis-à-vis school teachers, who consider 48% unemployable

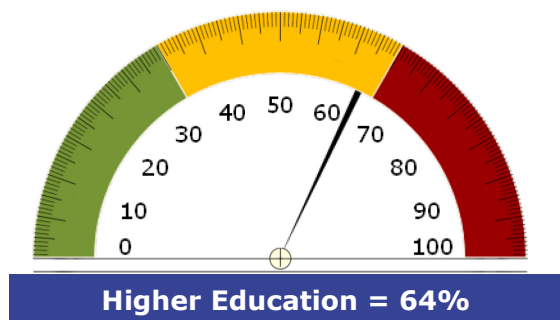
All-India



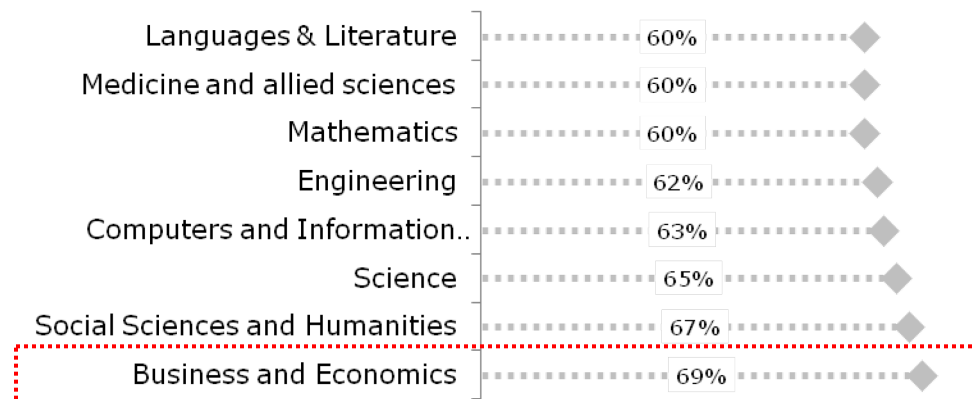
57% students not adequately prepared for employment



% of students not adequately prepared for employment: Higher Education



% of students not prepared for employment: Higher Education (discipline-wise)



Sample: All-India: 5310; Higher Education: 2918; Government: 860; Private: 2058; Languages & Literature: 152; Mathematics: 125; Social Sciences and Humanities: 168; Engineering: 1293; Science: 348; Business and Economics: 572; Computers and Information Technology: 90; Medicine and allied sciences: 108

Question: In your opinion, approximately, what % of students who complete their education in India are adequately prepared for employment (have the required knowledge, skills, attitude and ethics)?

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Employability of Students: Potential Solutions

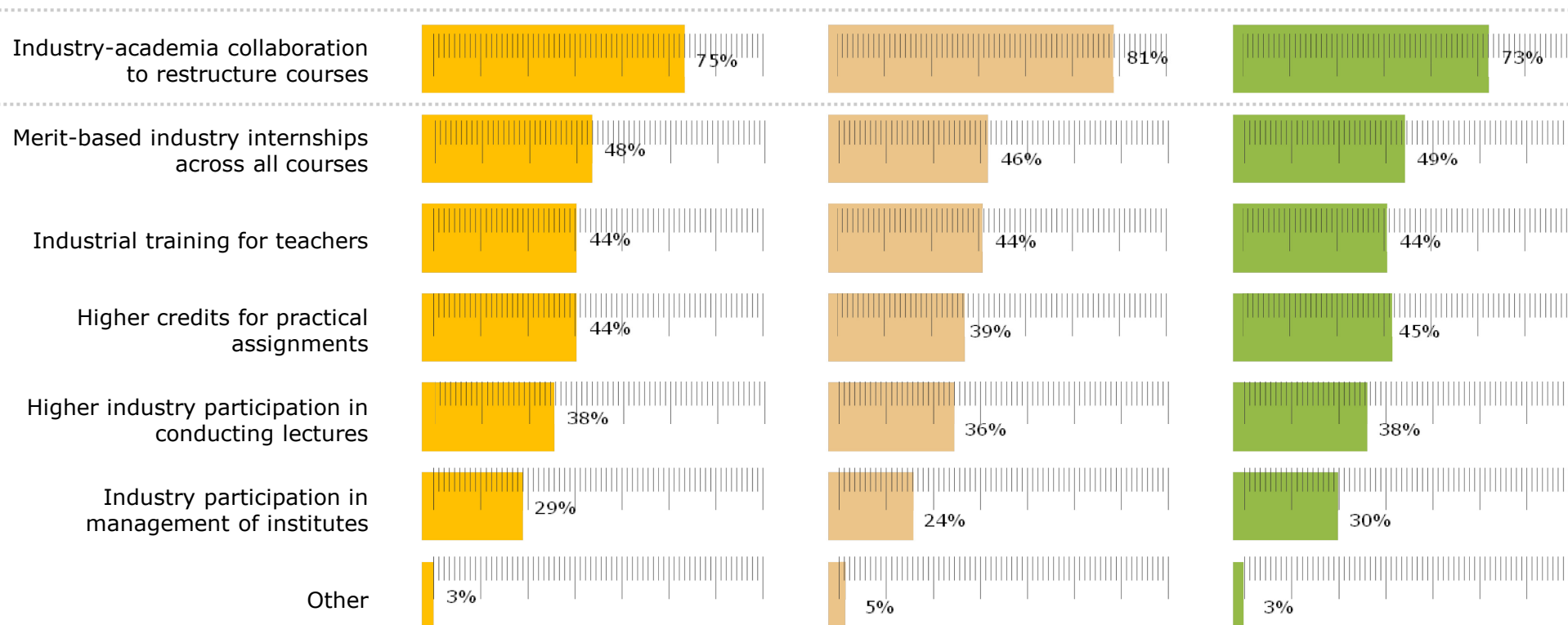
Teachers recommend greater **industry-academia collaboration for restructuring courses** (75%), followed by merit-based internships for all courses (48%) and industrial training for teachers (44%)

Potential changes to improve employability...

All-India

Government Institutions

Private Institutions



Sample: All-India: 5355; Government: 1113; Private: 4242

Question: What changes in the education system are necessary to make the youth more employable?

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Employability of Students: Verbatim and Other Solutions

"Academia should be given an opportunity to work for the industry for a limited time so that he can employ whatever he learnt or taught in business environment..."

- Postgraduate faculty
Private institute, Tumkur, Karnataka

"Merit based industry internships for students across all course; more strict industrial exposure and training during their degree/bachelor courses..."

-Undergraduate faculty
Government Institute, Bhopal, Madhya Pradesh

"Insist on vocational education early for those students who are not keen on academics"

- Senior secondary teacher
Private school, Mumbai, Maharashtra

"In most of our curriculum, less than 25% stress is given to practical exposure...We need to have more credits for skill development programs and lab sessions"

- Postgraduate faculty
Private Institute, Bengaluru, Karnataka

"Modify syllabus regularly according to need of employment and industries...this should be by group of industrialists/employers with truthful and realistic moto"

- Postgraduate faculty
Government Institute, Indore, Madhya Pradesh

Other Potential Solutions

Aptitude-based education and focus on vocational education early on

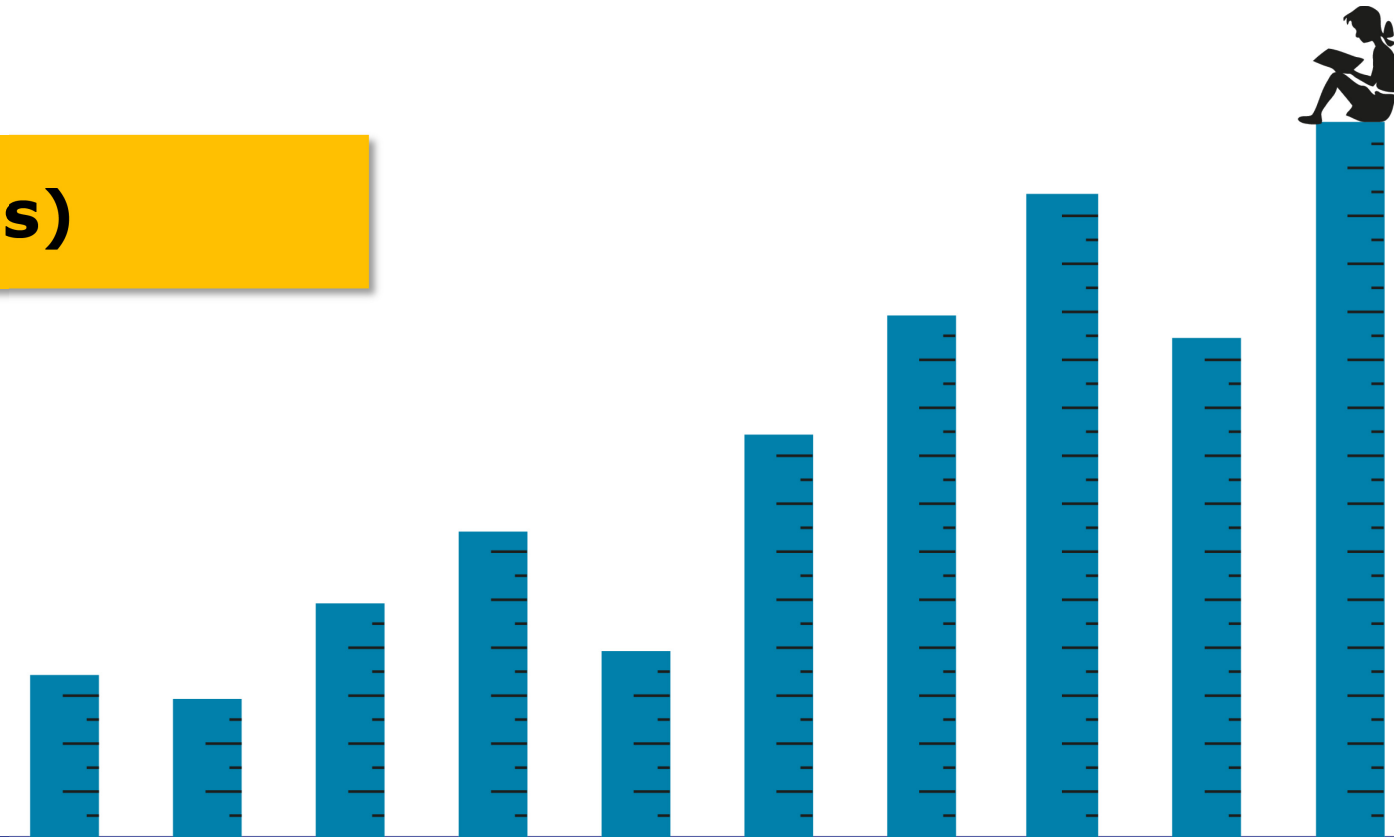
Outcome-based learning

Better quality of teaching

Curriculum design in line with industry needs

Question: In what ways can technology be better used in the education system?

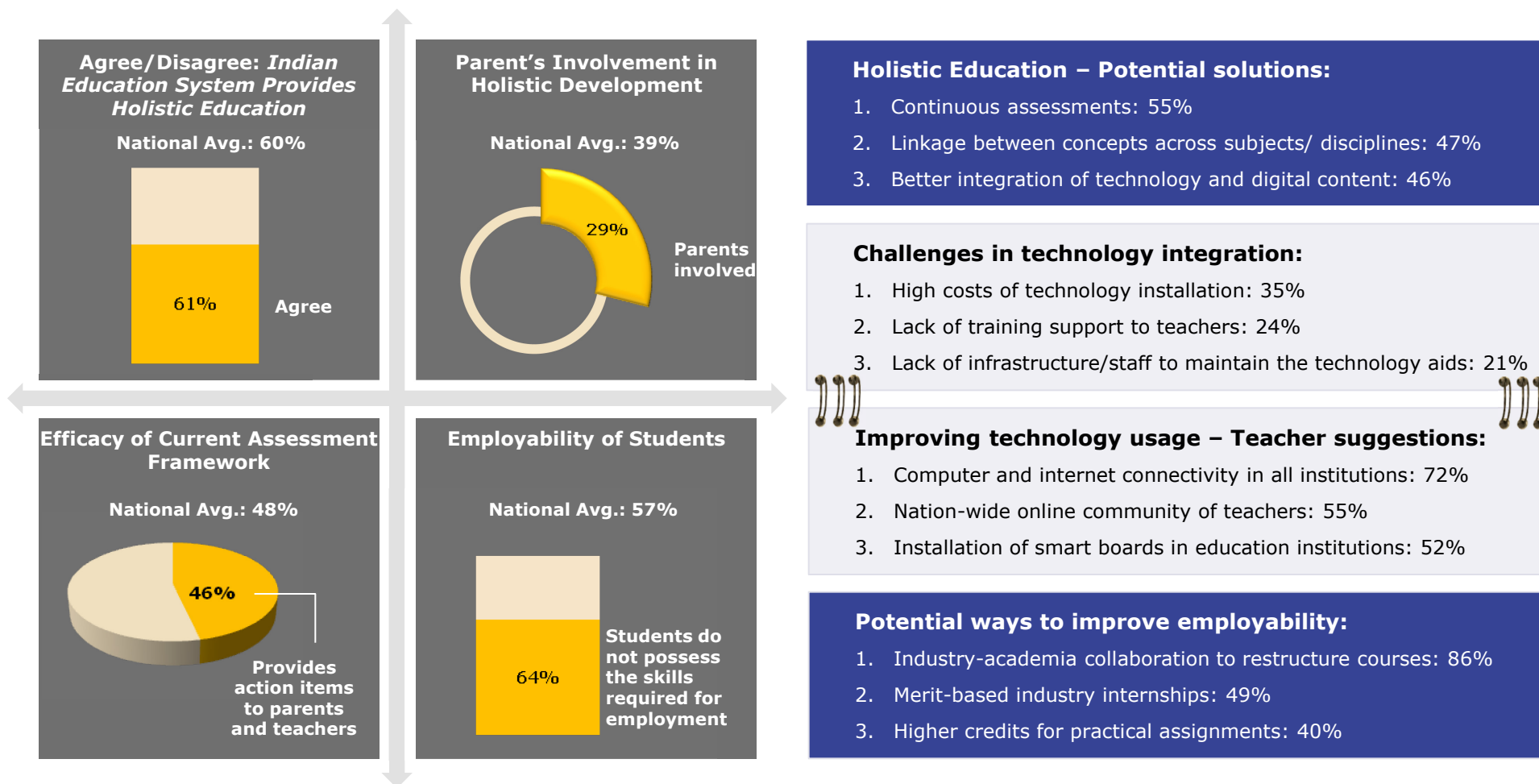
Annexure(s)



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Annexure I

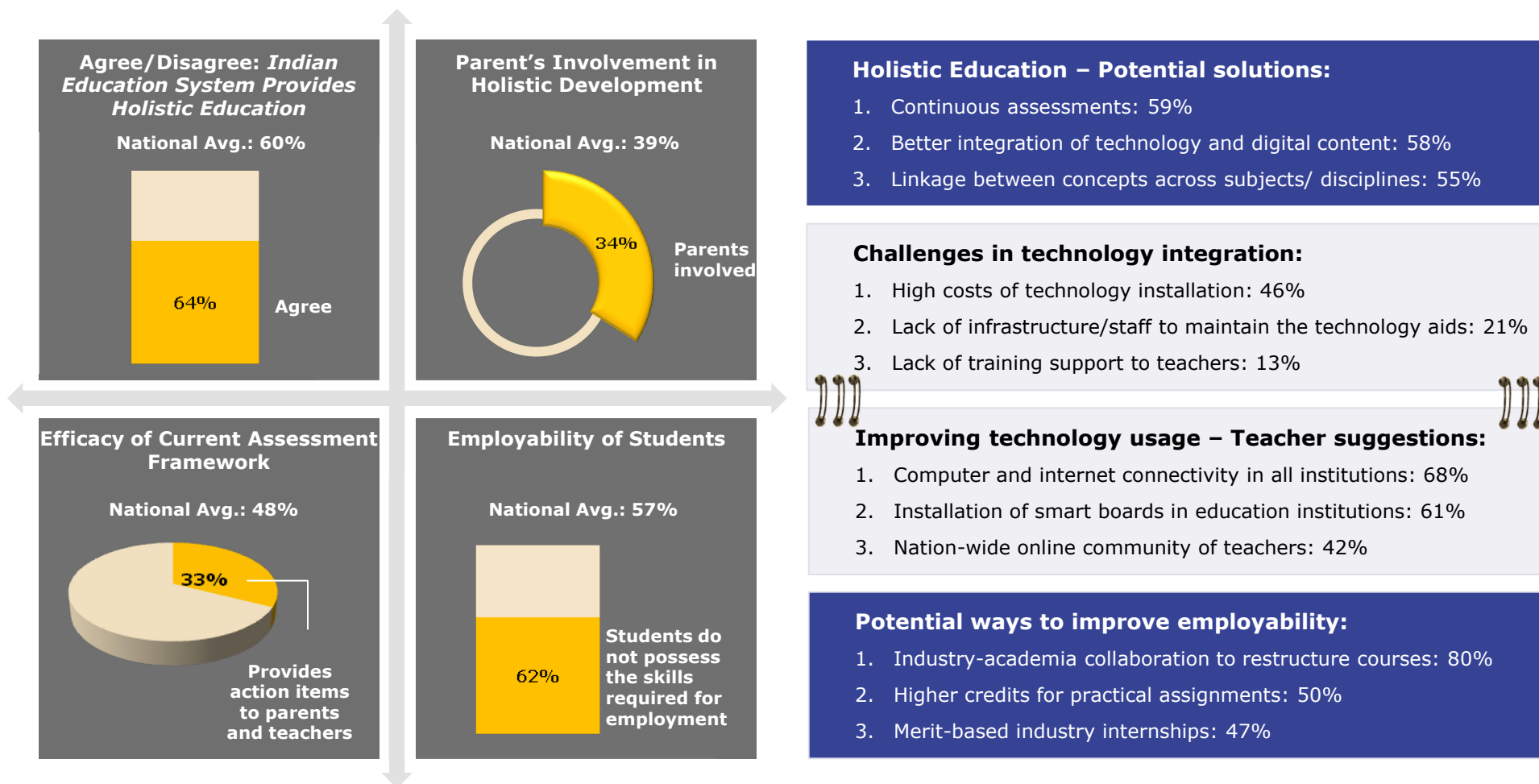
Teachers' Perspective: Andhra Pradesh*



Note: Sample: 184; Sample size varies slightly across questions analyzed on this slide; *States with sample of over 50 K-12 and Higher Education teachers

Annexure I

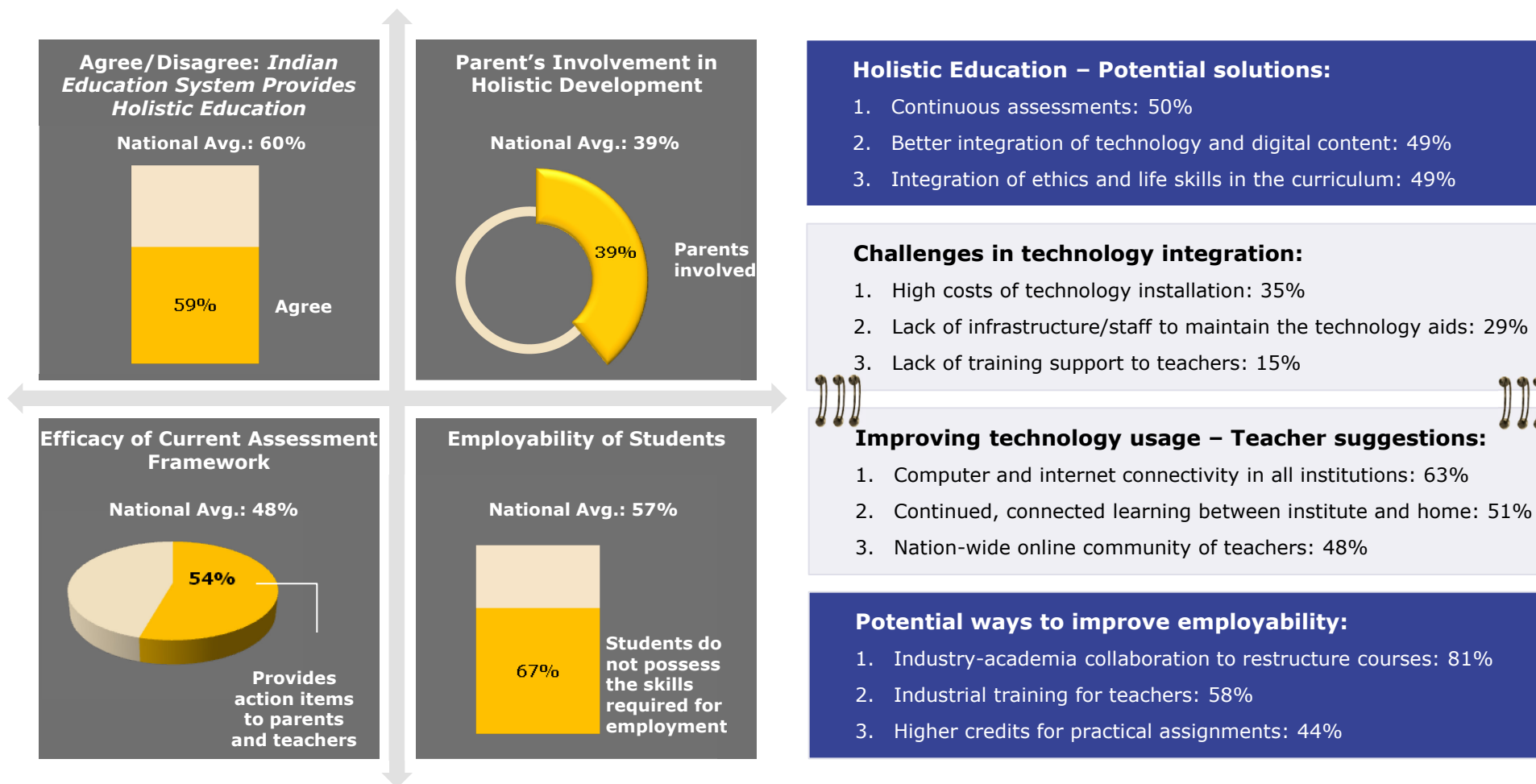
Teachers' Perspective: Gujarat*



Note: Sample: 242; Sample size varies slightly across questions analyzed on this slide; *States with sample of over 50 K-12 and Higher Education teachers

Annexure I

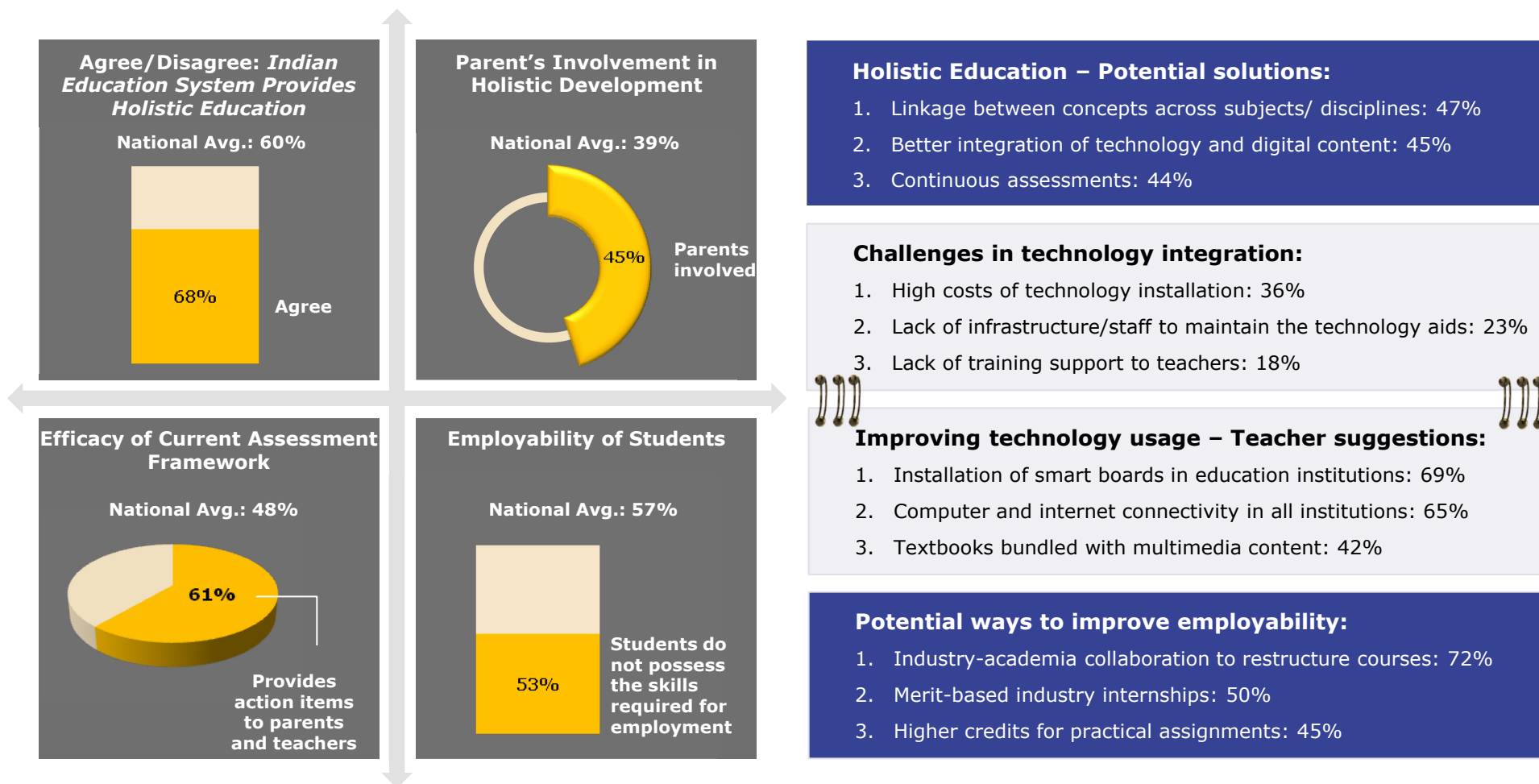
Teachers' Perspective: Haryana*



Note: Sample: 160; Sample size varies slightly across questions analyzed on this slide; *States with sample of over 50 K-12 and Higher Education teachers

Annexure I

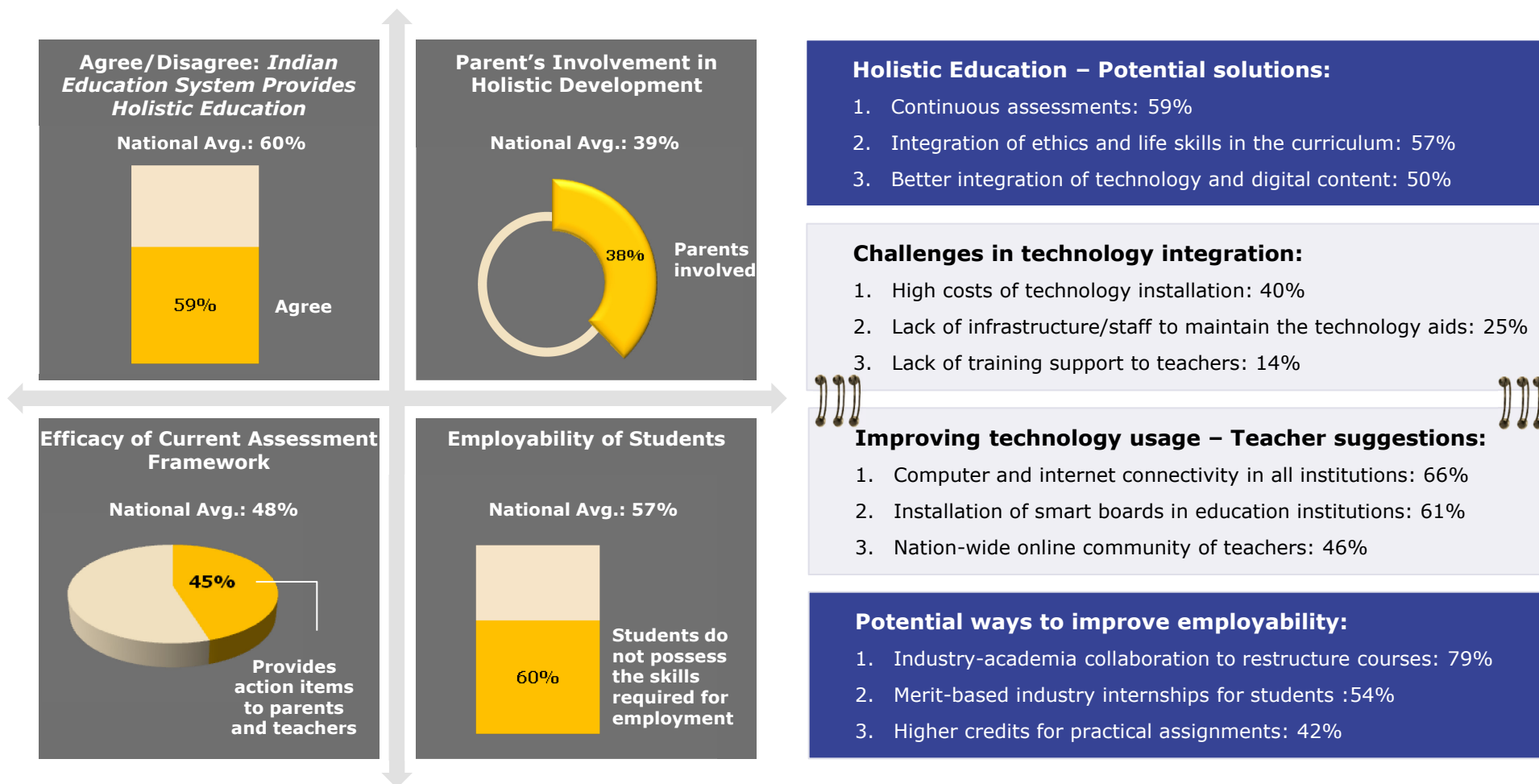
Teachers' Perspective: Karnataka*



Note: Sample: 617; Sample size varies slightly across questions analyzed on this slide; *States with sample of over 50 K-12 and Higher Education teachers

Annexure I

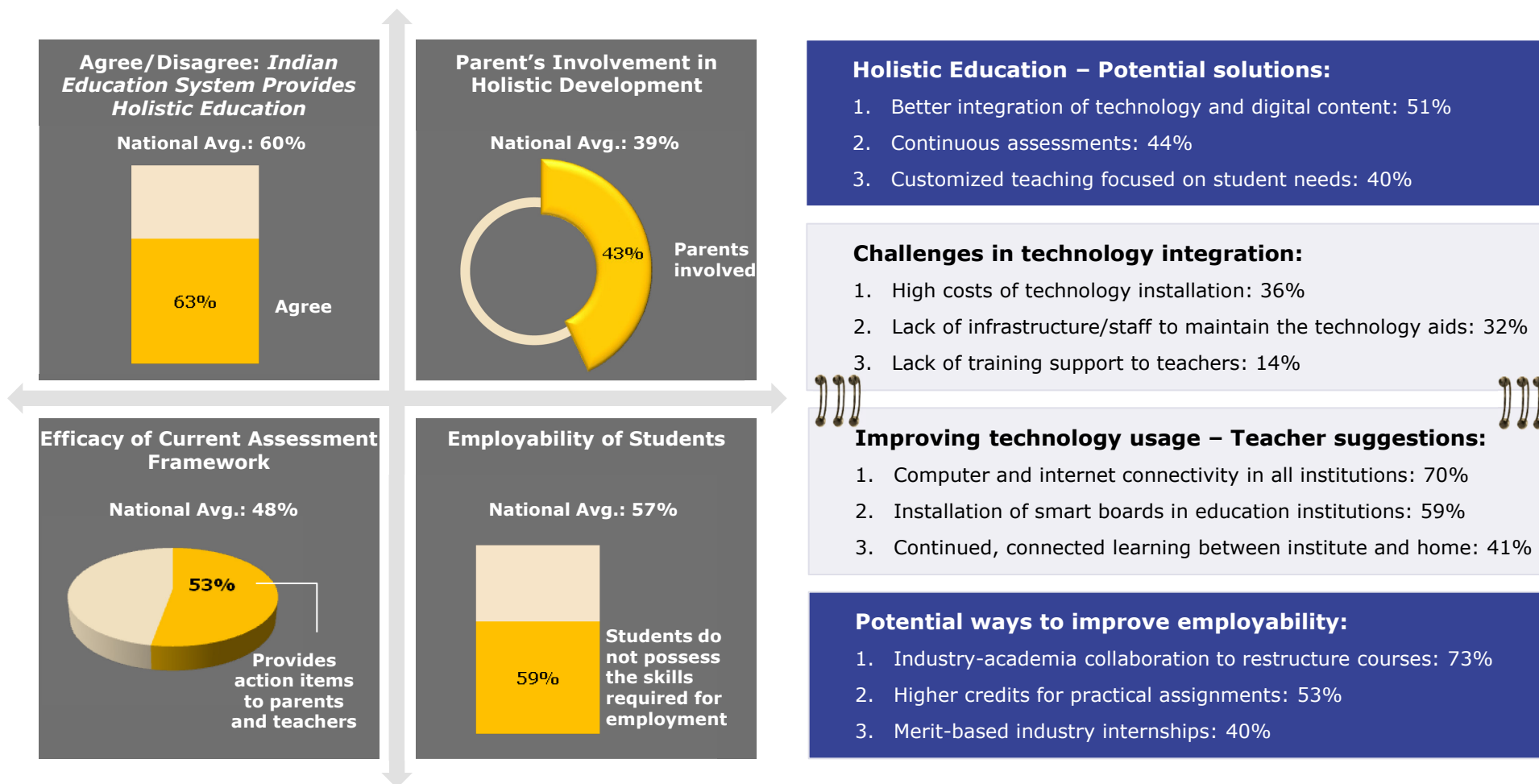
Teachers' Perspective: Kerala*



Note: Sample: 141; Sample size varies slightly across questions analyzed on this slide; *States with sample of over 50 K-12 and Higher Education teachers

Annexure I

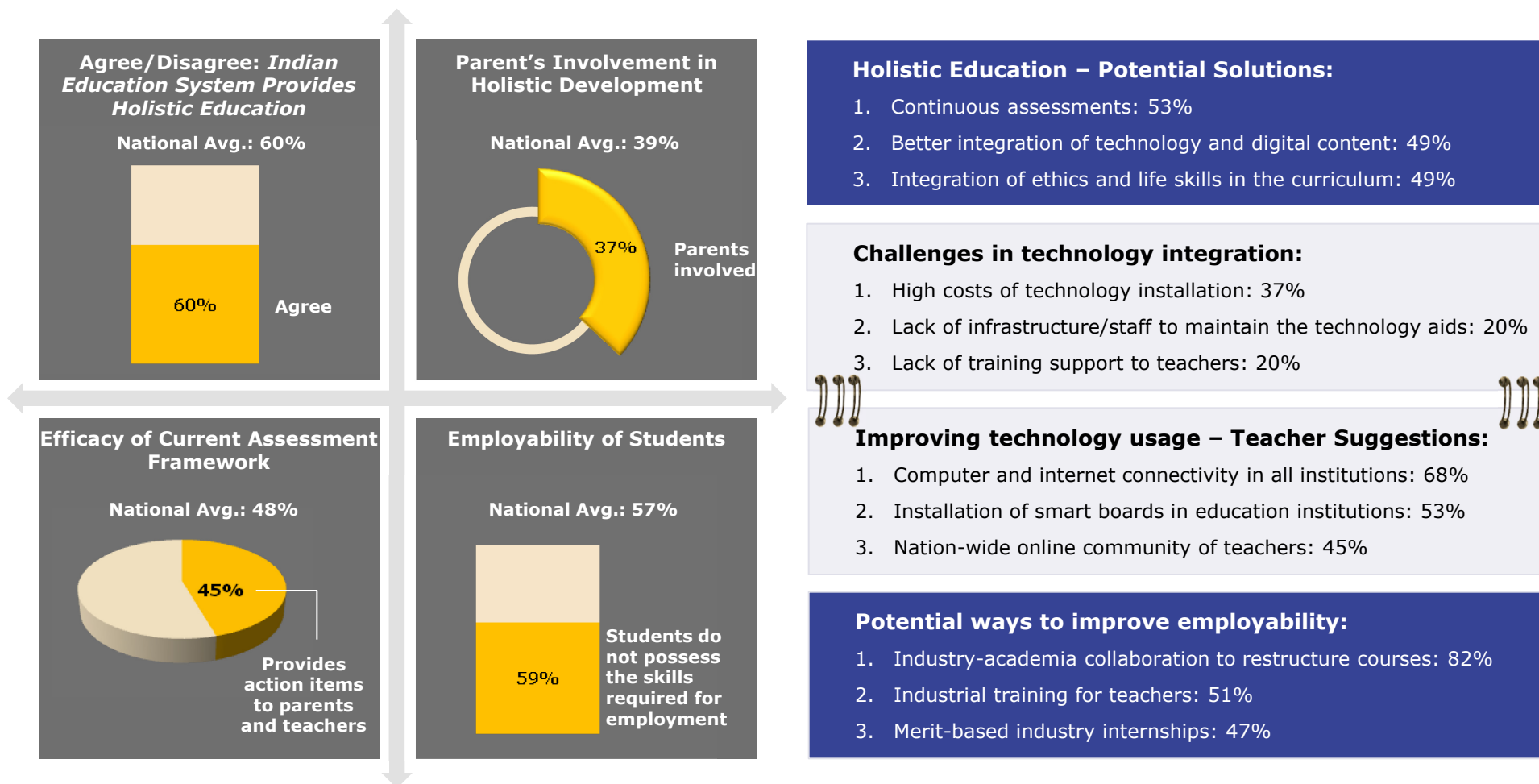
Teachers' Perspective: Madhya Pradesh*



Note: Sample: 167; Sample size varies slightly across questions analyzed on this slide; *States with sample of over 50 K-12 and Higher Education teachers

Annexure I

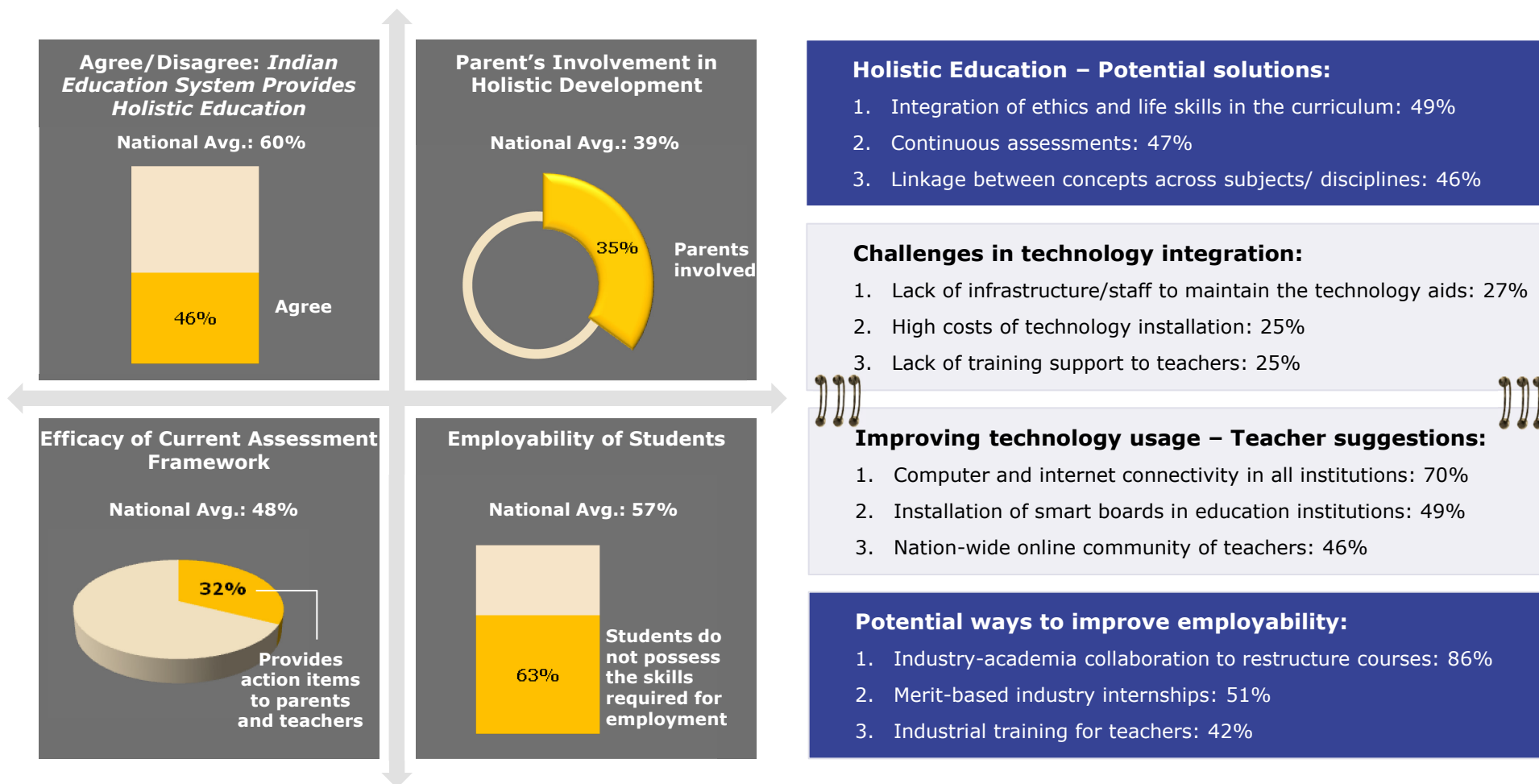
Teachers' Perspective: Maharashtra*



Note: Sample: 558; Sample size varies slightly across questions analyzed on this slide; *States with sample of over 50 K-12 and Higher Education teachers

Annexure I

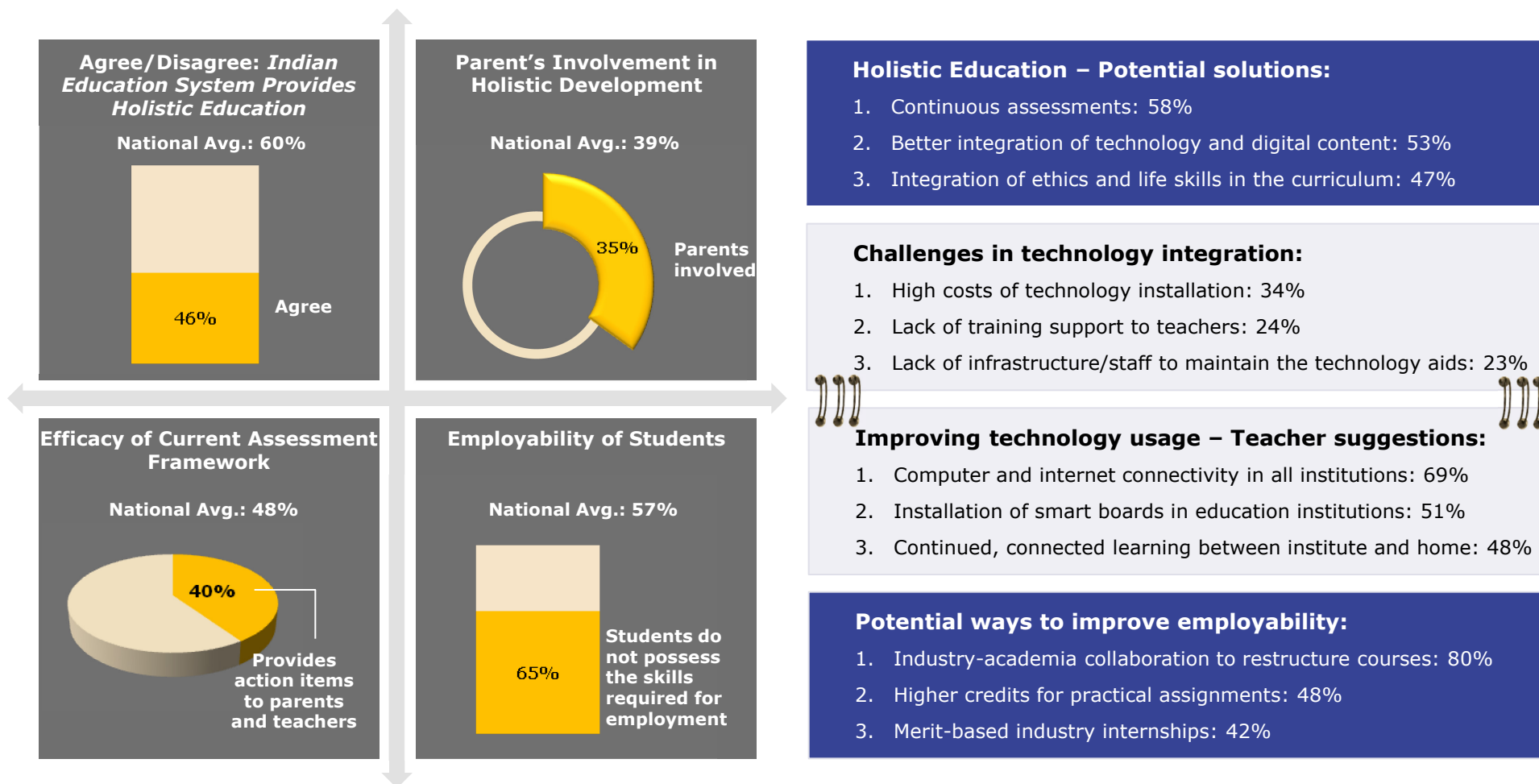
Teachers' Perspective: NCT of Delhi*



Note: Sample: 182; Sample size varies slightly across questions analyzed on this slide; *States with sample of over 50 K-12 and Higher Education teachers

Annexure I

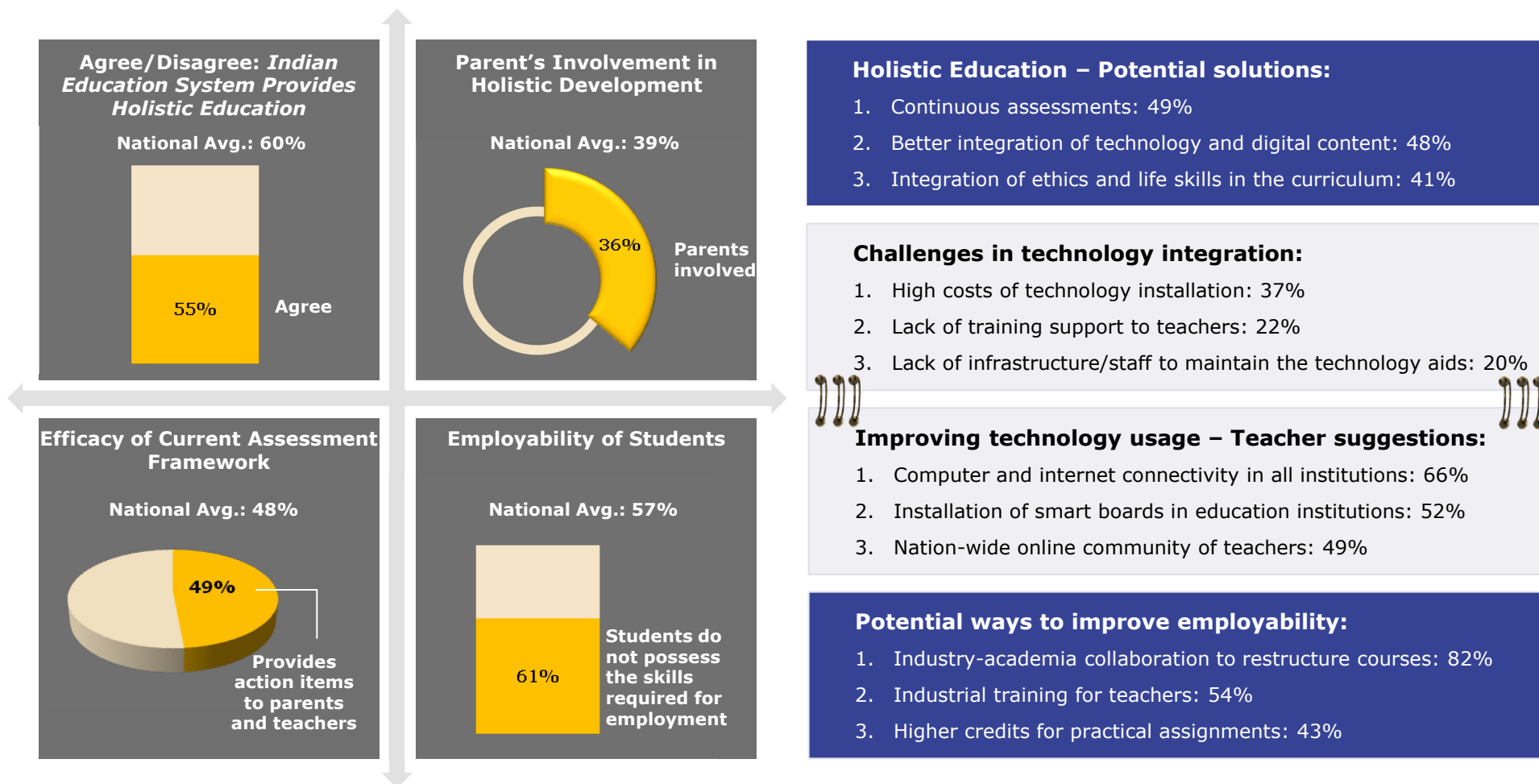
Teachers' Perspective: Punjab*



Note: Sample: 133; Sample size varies slightly across questions analyzed on this slide; *States with sample of over 50 K-12 and Higher Education teachers

Annexure I

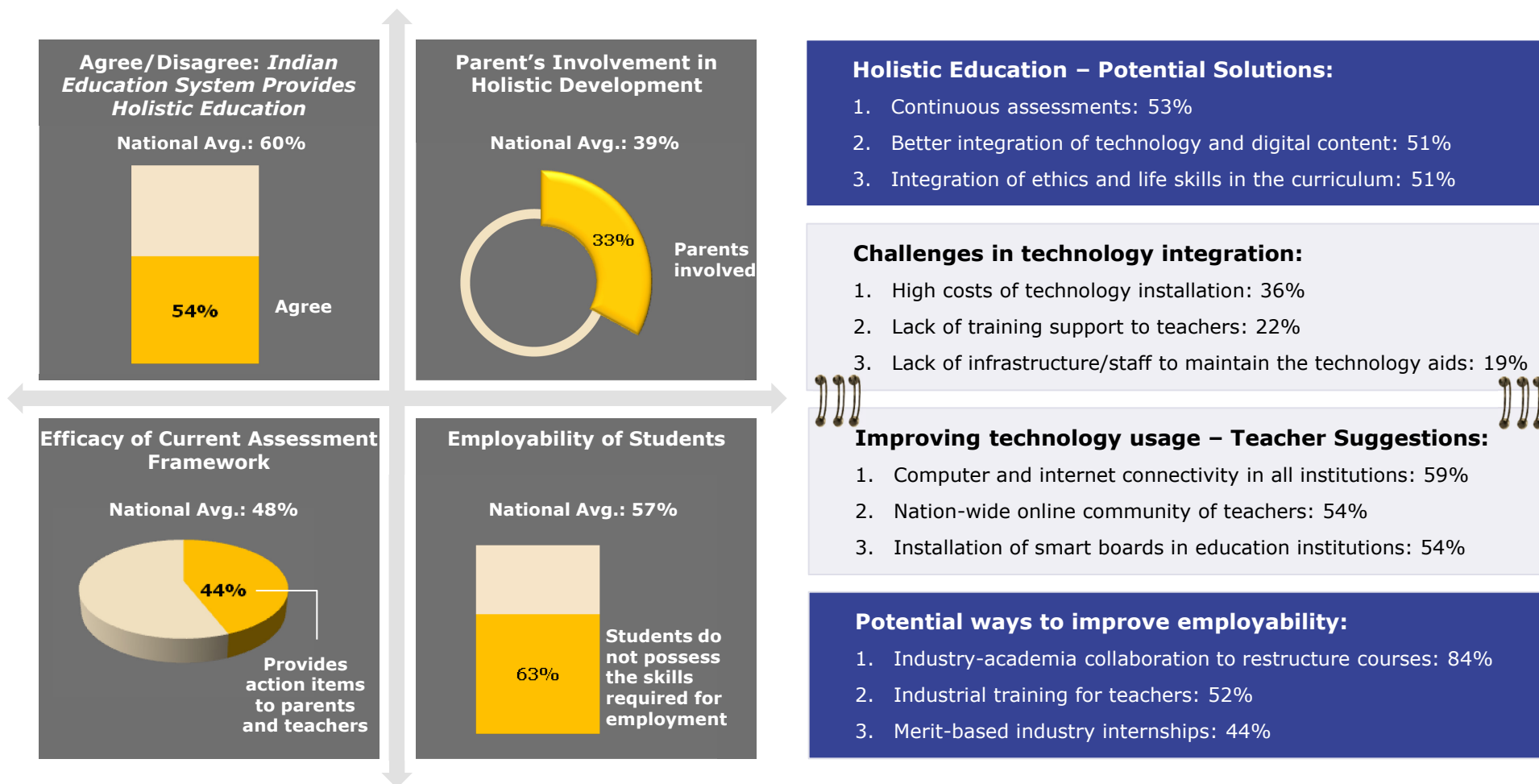
Teachers' Perspective: Rajasthan*



Note: Sample: 140; Sample size varies slightly across questions analyzed on this slide; *States with sample of over 50 K-12 and Higher Education teachers

Annexure I

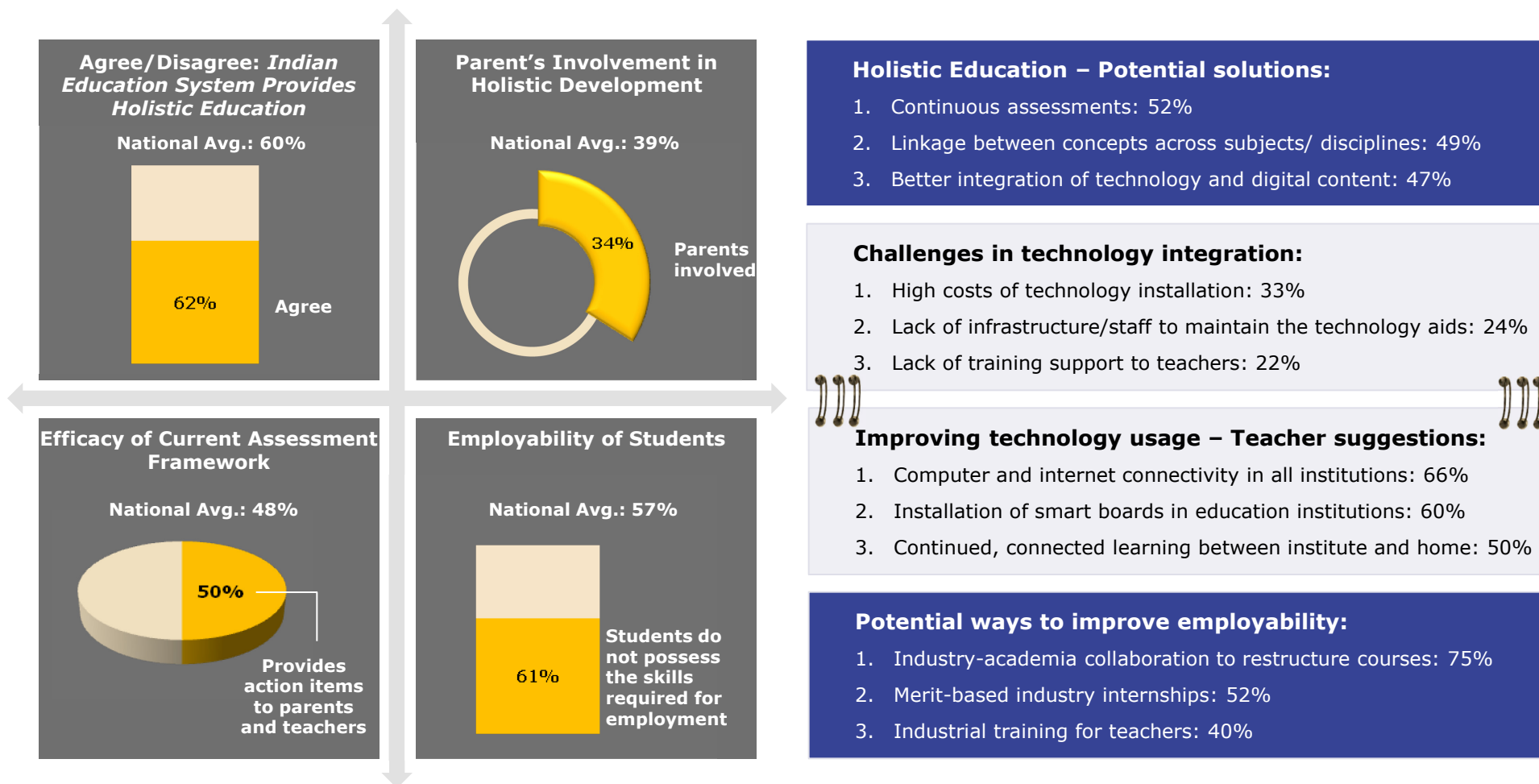
Teachers' Perspective: Tamil Nadu*



Note: Sample: 473; Sample size varies slightly across questions analyzed on this slide; *States with sample of over 50 K-12 and Higher Education teachers

Annexure I

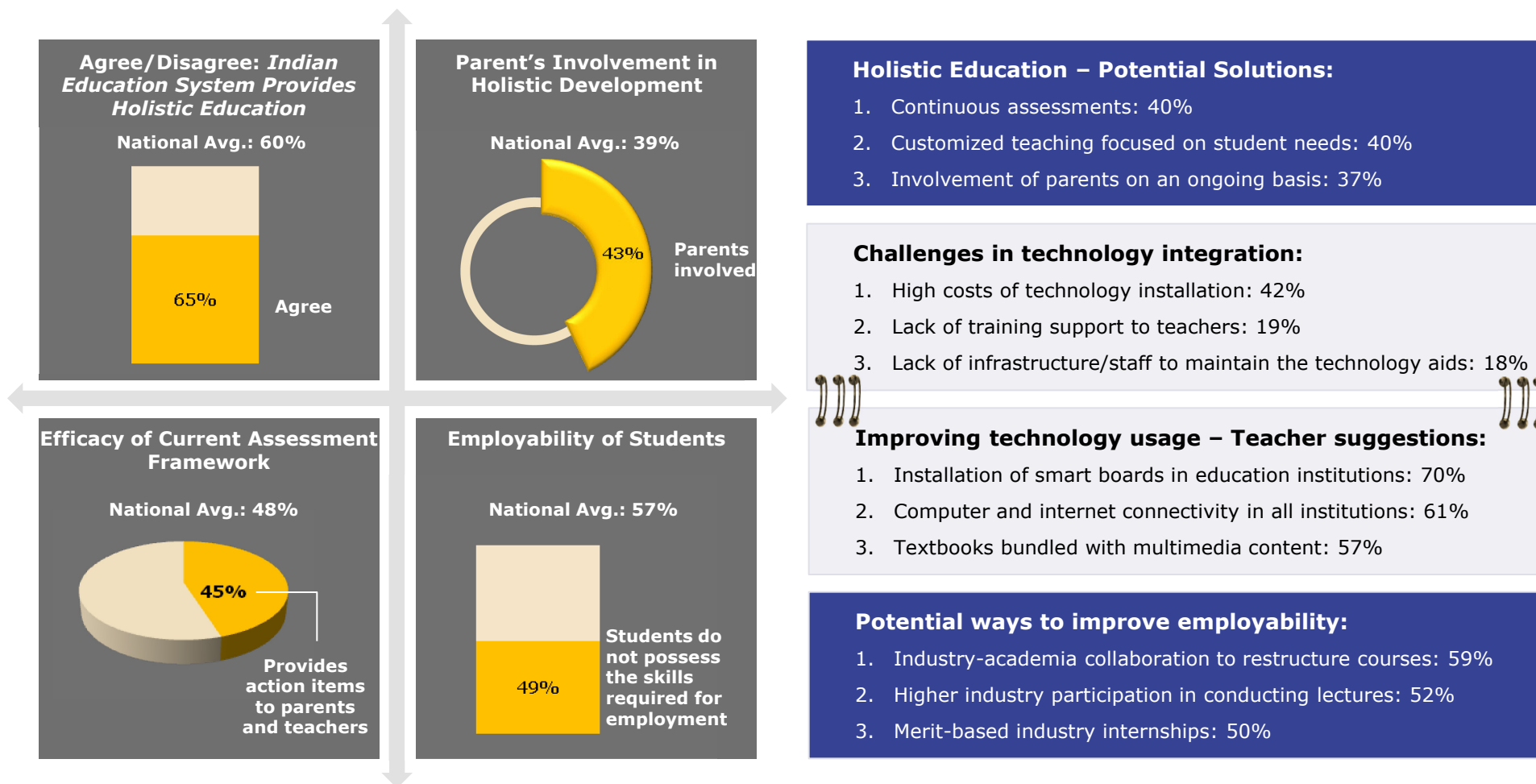
Teachers' Perspective: Telangana*



Note: Sample: 216; Sample size varies slightly across questions analyzed on this slide; *States with sample of over 50 K-12 and Higher Education teachers

Annexure I

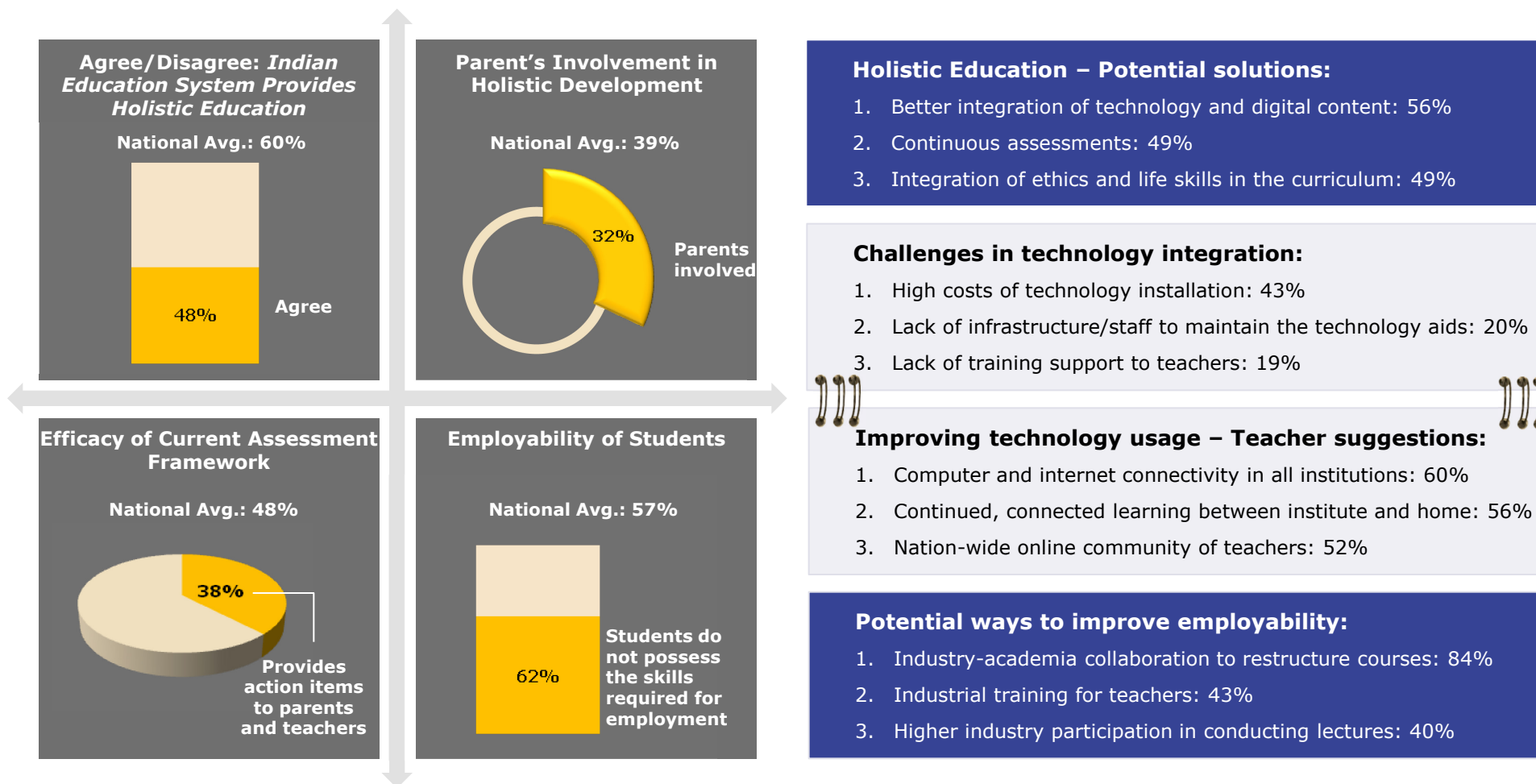
Teachers' Perspective: Uttar Pradesh*



Note: Sample: 1293; Sample size varies slightly across questions analyzed on this slide; *States with sample of over 50 K-12 and Higher Education teachers

Annexure I

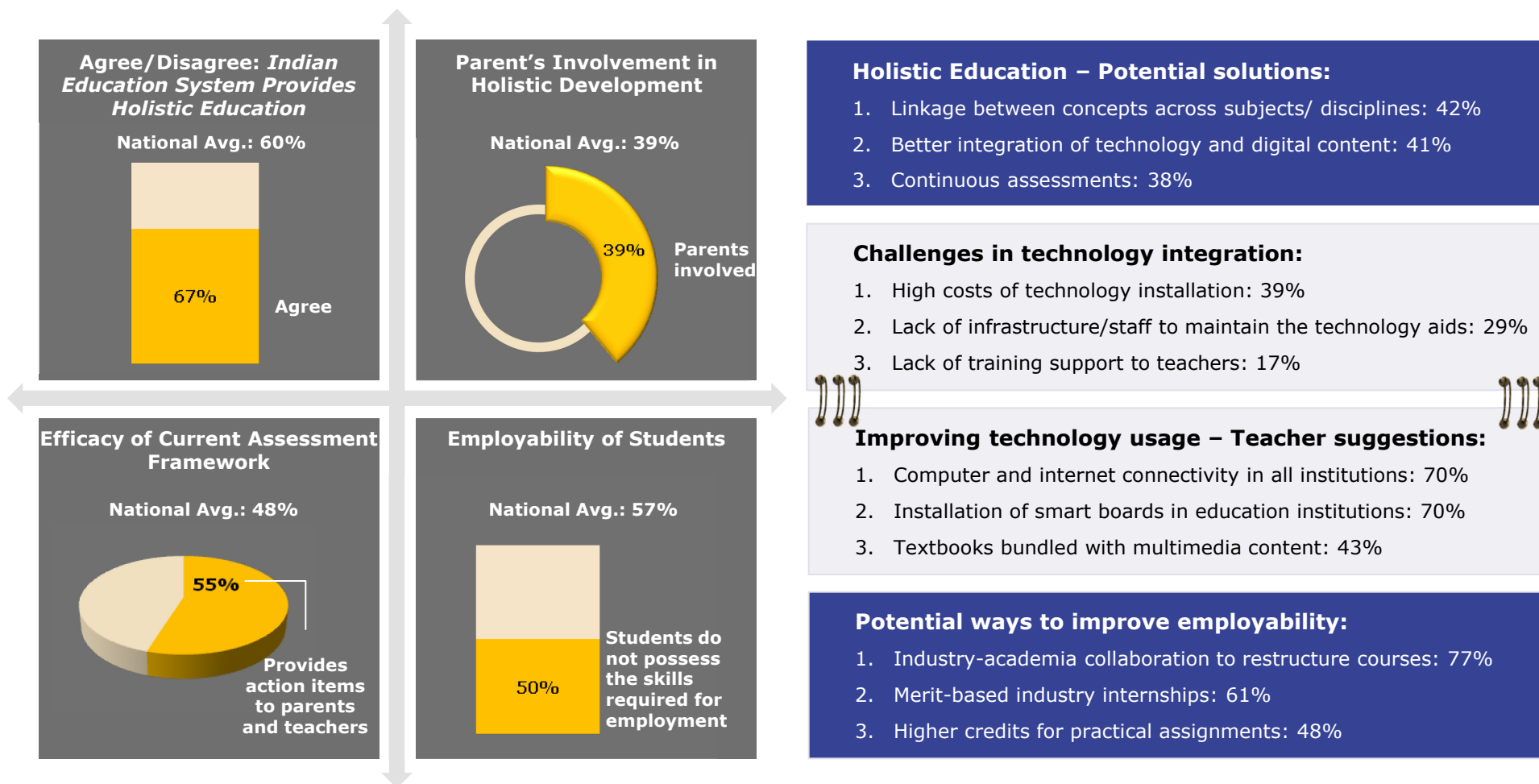
Teachers' Perspective: Uttarakhand*



Note: Sample: 63; Sample size varies slightly across questions analyzed on this slide; *States with sample of over 50 K-12 and Higher Education teachers

Annexure I

Teachers' Perspective: West Bengal*

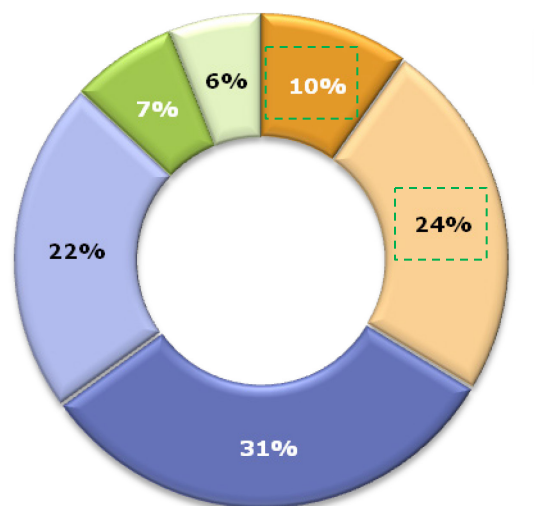


Note: Sample: 424; Sample size varies slightly across questions analyzed on this slide; *States with sample of over 50 K-12 and Higher Education teachers

Annexure II

Perceived Effectiveness of Distance Education Programs

About **34%** teachers consider online and distance learning (ODL) programs effective* in increasing access to higher education in India



Extremely effective
Highly effective
Moderately effective
Somewhat effective
Not at all effective
Not sure

Note: *% of teachers who rated the effectiveness as 4 or 5 on a scale of 0 to 5, where 0=Not at all effective and 5=Extremely effective

Sample: All-India: 5332; Schools: 2,431; Higher Education: 2,901

Question: How effective would distance and online education programs be in increasing enrolment/ access to higher education?

"The ease of enrollment and the flexibility offered for learning make distance and online education programs effective in providing access. On the flip side, true learning remains distant!"

-Postgraduate faculty
Private institute, Hyderabad, Telengana

"Quality is the major concern in these programmes. Somehow we re unable to maintain quality."

- Profesional faculty
Government institute, Ferozpur, Punjab

"As it does not possess human touch. Secondly it is not providing hands on experience too. Nothing beyond curriculum in form of holistic learning"

- Postgraduate faculty
Private institute, Gurgaon, Haryana

"There is a bias against distance education degree as compared to full time degree education at the time of employment/promotions. Thus it might result in acquiring degrees but not to the benefit of the teacher"

- Postgraduate faculty
Private Institute, Mangalore, Karnataka

Annexure III

List of Cities and Towns Covered [1]

Andhra Pradesh (32 cities)	Palakol	Yupia	Patna	Zuarinagar	Kadi	Haryana (24 cities)
Adilabad	Prasanthi Nilayam	Assam (9 cities)	Purnea	Goa (other)	Mehsana	Ambala
Anakapalli	Proddatur	Bongaigaon	Siwan	Gujarat (32 cities)	Morbi	Bahadurgarh
Anantapur	Rajahmundry	Chabua	Chhattisgarh (7 cities)	Ahmedabad	Nadiad	Bhiwani
Bhimavaram	Rajam	Dalgaon	Balod	Anand	Navsari	Dharuhera
Chittoor	Rajampet	Dibrugarh	Bhilai	Ankleshwar	Petlad	Ellenabad
Guntur	Srikakulam	Guwahati	Durg	Bardoli	Rajkot	Faridabad
Hindupur	Tadepalligudem	Jorhat	Korba	Baroda	Sarigam	Gurgaon
Kadapa	Tadipathri	Morigaon	Raigarh	Bharuch	Surat	Hisar
Kakinada	Tenali	Silchar	Raipur	Bhavnagar	Surendranagar	Jhajjar
Kurnool	Tirupati	Tezpur	Surajpur	Bhuj	Vadodara	Kaithal
Lepakshi	Vidyanagar	Bihar (9 cities)	Goa (8 cities)	Changa	Vallabh Vidyanagar	Karnal
Machilipatnam	Vijayawada	Arrah	Bambolim	Dahod	Valsad	Kurukshetra
Madanapally	Visakhapatnam	Chhapra	Mapusa	Gandhidham	Vapi	Mandi Dabwali
Mylavaram	Vizianagaram	Gaya	Panjim	Gandhinagar	Vasad	Mullana
Nandyal	Arunachal Pradesh (3 cities)	Ghorasahan	Ponda	Himatnagar	Vasan	Palwal
Nellore	Itanagar	Gopalganj	South Goa	Jamnagar	Vaso	Panchkula
Ongole	Nirjuli	Muzaffarpur	Verna	Junagadh		Panipat

Annexure III

List of Cities and Towns Covered [2]

Pehowa	Shimla	Bengaluru	Mysore	Ernakulam	Thalassery	Khargone
Rewari	Solan	Chickballapur	Puttur	Kalady	Thiruvalla	Mandsaur
Rohtak	Sundernagar	Chikkamagaluru	Raichur	Kallikkandy	Thiruvananthapuram	Morena
Safidon	Theog	Dakshina Kannada	Ramanagara	Kanjirapally	Thrissur	Panna
Sirsa	Waknaghat	Davangere	Shikaripura	Kannur	Trichur	Ratlam
Sonipat	Jammu & Kashmir (3 cities)	Dharwad	Shimoga	Kidangoor	Vagamon	Sanawad
Yamuna Nagar	Jammu	Gokak	Surathkal	Kochi	Madhya Pradesh (21 cities)	Satna
Himachal Pradesh (15 cities)	Katra	Gulbarga	Tumakuru	Kollam	Amarkantak	Sehore
Baddi	Leh	Hassan	Tumkur	Kothamangalam	Bhopal	Ujjain
Bilaspur	Jharkhand (5 cities)	Hubli	Udupi	Kottayam	Burhanpur	Vijaipur
Dharamshala	Baharagora	Hulkoti	Ujire	Kozhikode	Chitrakoot	Maharashtra (51 cities)
Hamirpur	Bokaro Steel City	Huvina Hadagali	Vemagal	Kuttikkanam	Datia	Ahmednagar
Kala-Amb	Dhanbad	Kodagu	Vijapura	Malappuram	Guna	Amravati
Kangra	Jamshedpur	Kolar	Yadgir	Mananthavady	Gwalior	Ashta
Mandi	Ranchi	Mangalore	Kerala (27 cities)	Palakkad	Hoshangabad	Aurangabad
Nurpur	Karnataka (34 cities)	Mijar	Calicut	Perinthalmanna	Indore	Badlapur
Paonta Sahib	Belagavi	Moodbidri	Cochin	Perumpadappa	Jabalpur	Baramati
Shahpur	Belgaum	Mulky	Edappal	Pothanicaad	Kareli	Barshi

Annexure III

List of Cities and Towns Covered [3]

Bhiwandi	Kurduwadi	Sangli	Mizoram (1 city)	Punjab (27 cities)	Malout	Bhilwara
Bhor	Latur	Shegaon	Aizawl	Abohar	Mandi Gobindgarh	Bijainagar
Chandrapur	Lonavala	Shirpur	Nagaland (2 cities)	Amritsar	Moga	Bikaner
Chandwad	Lonere	Solapur	Dimapur	Anandpur Sahib	Mohali	Jaipur
Chopda	Mumbai	Thane	Medziphema	Barnala	Muktsar	Jhunjhunu
Dahanu Road	Nagpur	Vashi	Odisha (11 cities)	Bathinda	Pathankot	Jodhpur
Dhule	Nanded	Virar	Balangir	Dhuri	Patiala	Kota
Ichalkaranji	Nashik	Wadala	Balasore	Fatehgarh	Phagwara	Kotputli
Induri	Navi Mumbai	Wardha	Baripada	Fazilka	Rajpura	Laxmangarh
Islampur	Osmanabad	Yeola	Berhampur	Firozpur	Samrala	Makrana
Jalgaon	Otur	Manipur (3 cities)	Bhubaneswar	Gharuan	Sangrur	Nathdwara
Jalna	Panchgani	Imphal	Cuttack	Ghunasa	Rajasthan (25 cities)	Neemrana
Jaysingpur	Pathri	Senapati	Joda	Gurdaspur	Abu Road	Newai
Karjat	Pulgaon	Ukhrul	Paralakhemundi	Hoshiarpur	Ajmer	Niwai Tonk
Kharghar	Pune	Meghalaya (2 cities)	Phulbani	Jalalabad West	Alwar	Pilani
Kolhapur	Ratnagiri	Nogorpara	Puri	Jalandhar	Banasthali	Sikar
Kopergaon	Sangamner	Shillong	Rourkela	Ludhiana	Bharatpur	Sodawas

Annexure III

List of Cities and Towns Covered [4]

Sriganganagar	Gobichettipalayam	Pollachi	Tirunelveli	Khammam	Azamgarh	Kajri
Tonk	Hosur	Pudukkottai	Tirupur	Kodad	Barabanki	Kannauj
Udaipur	Kanchipuram	Ramanathapuram	Tiruvallur	Kompally	Bareilly	Kanpur
Sikkim (4 cities)	Kangayam	Salem	Tiruvannamalai	Medak	Basti	Kushinagar
Gangtok	Karaikudi	Sathyamangalam	Tiruvarur	Nalgonda	Chandauli	Lucknow
Majitar	Karur	Shengottai	Trichy	Nizamabad	Chitrakoot Dham Karwi	Malihabad
Rangpo	Ketti	Sivagangai	Tuticorin	Secunderabad	Dadri	Mathura
South Sikkim	Kovilvenni	Sivakasi	Udhagamandalam	Suryapet	Deoband	Meerut
Tamil Nadu (58 cities)	Kumbakonam	Srirangam	Vellore	Wanaparthy	Deoria	Modinagar
Ariyalur	Levengipuram	Srivilliputhur	Villupuram	Warangal	Etah	Moradabad
Barugur	Madurai	Tanjore	Virudhunagar	Tripura (1 city)	Faizabad	Muzaffarnagar
Chennai	Mayiladuthurai	Thanjavur	Vizhupuram	Agartala	Farrukhabad	Noida
Chidambaram	Melmaruvathur	The Nilgiris	Telangana (15 cities)	Uttar Pradesh (44 cities)	Ghaziabad	Padrauna
Coimbatore	Melvisharam	Thiruvallur	Dhone	Agra	Gorakhpur	Pilibhit
Coonoor	Nagercoil	Thoothukudi	Ghatkesar	Aligarh	Greater Noida	Raebareli
Dharmapuri	Namakkal	Tindivanam	Huzurabad	Allahabad	Hapur	Sahibabad
Dindigul	Perambalur	Tiruchengode	Hyderabad	Amroha	Hardoi	Sambhal
Erode	Peranamallur	Tiruchirappalli	Karimnagar	Anoopshahr	Jhansi	Shahjahanpur

Annexure III

List of Cities and Towns Covered [5]

Sultanpur	West Bengal (35 cities)	Kalimpong	Suri
Unnao	Asansol	Kalna	Tamluk
Varanasi	Balurghat	Kalyani	Union Territories
Uttarakhand (13 cities)	Bankura	Kharagpur	Puducherry (3 cities)
Almora	Basirhat	Kolkata	Bahour
Bhimtal	Bishnupur	Kurseong	Puducherry
Dehradun	Bolpur	Malda	Yanam
Haldwani	Burdwan	Midnapore	Chandigarh
Haridwar	Chakdaha	Mohanpur	NCT of Delhi
Kotdwara	Chuchura	Murshidabad	Dadra and Nagar Haveli
Nainital	Cooch Behar	Nagar	
Pantnagar	Darjeeling	Purulia	
Ranikhet	Diamond Harbour	Sainthia	
Roorkee	Durgapur	Santiniketan	
Srinagar	Howrah	Serampore	
Tehri	Jalpaiguri	Shyamnagar	
Udham Singh Nagar	Jangiput	Siliguri	

Annexure IV

Survey Questionnaire [1]

Note: Your personal data and individual responses, shared as part of the survey, will be kept confidential and Pearson will only publish the consolidated report

Pearson Voice of Teacher Survey (2015) – Helping Shape the New Education Policy		
First Name:	Middle Name:	Last Name:
Gender:	School/College:	
City:	State:	Type of Institution (Govt./ Private):
Mobile No:	E-mail ID:	

Professional Experience							Discipline							Level Taught								
	0-5 years	6-10 years	11-15 years	16-20 years	21-25 years	Over 25 years		Languages & Literature	Mathematics	Science	Social Sciences	Humanities	Business and Economics		Engineering	Others (please specify)	Primary	Secondary	Senior Secondary	Undergraduate	Postgraduate	Professional

The government is, currently, holding consultations for New Education Policy (NEP), which is expected to be released in 2015. To read more about various themes in the Education Policy, please refer:

<https://mygov.in/group/new-education-policy/>

1: Do you agree with the statement:

"Indian education system is providing holistic (subject knowledge along with social, creative, physical and ethical) education to learners"

<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Somewhat disagree	<input type="checkbox"/> Neither agree nor disagree
<input type="checkbox"/> Somewhat agree	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Not sure

Annexure IV

Survey Questionnaire [2]

2: Thinking of your class, what % of parents are involved in the holistic development (beyond subject-based learning) of their children? Please provide a % between 0% and 100%.

(Enter %)

% of parents involved in holistic development

3: How important are the following parameters in moving the education system from 'rote/ subject-based learning' to 'holistic learning'?



	Not at all important	Somewhat important	Moderately important	Very Important	Extremely Important	Not Sure
Integration of ethics and life skills in the curriculum						
Greater emphasis on physical education and arts & craft						
Linkage between concepts across subjects/ disciplines (inter-disciplinary approach)						
Better integration of technology and digital content into teaching methodology						
Involvement of parents on an ongoing basis						
Continuous assessments of students' performance						
Customized teaching focused on individual needs of students						

Annexure IV

Survey Questionnaire [3]

4: Assessment is an important feedback mechanism for learners. In your view, does our current assessment framework provide specific action items for parents and teachers to address learning gaps?

☐ Yes

☐ No

5: In what ways can technology be better used in the education system? Please share up to 3 most relevant suggestions.

(✓ top 3
options)

Installation of smart boards (*with multimedia content*) in education institutions

Continued and connected learning between institute and home using technology

Textbooks bundled with multimedia content (*on CD/ DVD*)

Computer and internet connectivity in all education institutions on priority basis

Low-cost education tablets embedded with e-content

Nation-wide online community of teachers

Any other suggestion (*please specify*):.....

6: In your school/ college/ institute, what is the biggest challenge in adoption of technology?

*Biggest
challenge*

High costs of technology installation

Lack of infrastructure and staff to maintain the technology aids

Management does not find digital teaching aids useful

Lack of training support to teachers on the use of technology

Technology is difficult to use/ integrate in classroom teaching

Any other reason (*please specify*):.....

Annexure IV

Survey Questionnaire [4]

7: *Access to formal education remains a challenge — especially, at higher education level. According to government estimates, approx. 21% of adults between 18–23 years were enrolled in higher education institutions in 2012–13.*

How effective would distance and online education programs be in increasing enrolment/ access to higher education?

- | | | |
|---|--|---|
| <input type="checkbox"/> Not at all effective | <input type="checkbox"/> Somewhat effective | <input type="checkbox"/> Moderately effective |
| <input type="checkbox"/> Highly effective | <input type="checkbox"/> Extremely effective | <input type="checkbox"/> Not sure |

Please explain the reason (if any):

8: **In your opinion, approximately, what % of students who complete their education in India are adequately prepared for employment (have the required knowledge, skills, attitude and ethics)? Please provide a % between 0% and 100%.**

(Enter %)

% of students prepared for employment

9: **What changes in the education system are necessary to make the youth more employable? Please select up to 3 options.**

(✓ top 3 options)

Industry-academia collaboration to restructure courses

Industrial training for teachers

Higher industry participation in conducting lectures

Industry participation in management of educational institutes

Merit-based industry internships for students across all courses

Higher credits for practical assignments

Other suggestions (please specify)

The current system is effective and does not require any changes

Thank you

For any queries, contact:

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