



Distance Covered by
**National
Education
Policy 2020**

COMPARING CCS RECOMMENDATIONS WITH
THE NATIONAL EDUCATION POLICY 2020

Comments on National Education Policy 2020
Centre for Civil Society
July 2020

<u>CCS RECOMMENDATIONS 2016</u>		<u>NATIONAL EDUCATION POLICY 2020</u>	
<i>Area</i>	<i>Proposal</i>	<i>Status</i>	<i>Policy Proposal</i>
10 Reforms in the Education System	Separate government's role as regulator, financier and provider of education.	Accepted	NEP's section on standard-setting and accreditation is dedicated to the separation of regulatory and delivery functions. It asks states to set up an independent State School Standards Authority, and entrusts the state Department of School Education with the building, staffing and running of government schools.
	Use tools of per-student funding such as Vouchers, Direct Cash Transfers, Scholarships to improve efficiency and accountability of public spending and provide more choice to the parents.	Unclear	Surprisingly, NEP makes zero references to DBT. It does make stray references to 'allowances' such as scholarships and conditional cash transfers, but does not take a principled-stand on this.
	Institute learning outcomes-based school recognition and regulation of both government and private schools.	Accepted	NEP recommends regulatory requirements be made more responsive to realities on the ground. Educational outcomes and transparent disclosures of all financial, academic, and operational matters should be given due importance and added in the assessment of schools. Both public and private schools (except Central Government schools) are to be assessed and accredited on the same criteria.
	Conduct National Achievement Survey (NAS) every year for both government and private schools and have SCERTs (State Council of Educational Research and Training) do diagnostic learning assessment at regular intervals.	Accepted	All students will need to take State School examinations in Grades 3, 5, and 8 plus Boards in Grades 10 and 12. For a periodic 'health check-up' of the overall system, a sample-based National Achievement Survey (NAS) of student learning levels will continue and states will be encouraged to conduct their own census-based State Assessment Survey (SAS).
	Make district the basic unit of education governance and revise the roles of Beat, Zone and District Education Officers to reorient School Inspection and Support System towards learning outcomes.	Partial	National Testing Agency will be set up to offer high-quality common aptitude tests for entering universities, at least twice every year. NEP proposes rationalising multiple small public schools in an organisational unit called the school complex.
	Create centralised district- and state-level MIS for data-based administration and put information on finances, teachers, performance of all schools in public domain in a form that parents can understand and use.	Partial	Transparent public disclosure of all regulatory information, as laid down by the SSSA, on school and SSSA websites will be used extensively for public oversight and accountability.
	Establish independent education dispute resolution tribunal with a robust online grievance redressal system with a call centre.	Partial	Any complaints or grievances arising out of the information on the school and SSSA websites, shall be adjudicated by the SSSA.
	Give unique ID to all students, teachers and principals and maintain online portfolio of their work, trainings and performance.	Unclear	No reference
	Allow innovations in education delivery mechanisms through models such as blended learning, MOOCs, Magnet Schools for gifted as well as challenged students, support for Budget Private Schools linked to quality of education, Charter or PPP Schools and for-profit schools.	Partial	NEP has rejected the idea of for-profit schools, but recognises and commits to testing PPP models. It aims to make requirements for schools less restrictive, and more focused on outcomes.
	Participate in all future rounds of PISA and TIMSS.	Unclear	No references to either

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6 Reforms for Schools and Students	Integrate pre-schooling in the formal schooling system, particularly for government schools.	Accepted	ECCE be included as an integral part of the regulatory framework: Obligatory for the public system to provide appropriate and quality educational infrastructure, facilities, and educators.
	Ensure every student is able to read and write by Class 3.	Accepted	NEP has dedicated an entire section to Foundational Literacy and Numeracy, to ensure that children entering grade three are sufficiently prepared.
	Revitalize National Open School to improve its quality and brand, particularly to ensure wider outreach of post-elementary and vocational education, and open CBSE board exam to all students.	Partial	National Institute of Open Schooling (NIOS) will be expanded and strengthened for meeting the learning needs of young people in India who are not able to attend a physical school. NIOS and State Open Schools will offer the following programmes in addition to the present programmes: A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programmes that are equivalent to Grades 10 and 12; vocational education courses/programmes; and adult literacy and life-enrichment programmes. States will be encouraged to develop these offerings in regional languages by establishing new/strengthening existing State Institutes of Open Schooling.
	Introduce career counseling and skill development courses.	Accepted	There will be no hard separation of “vocational” and “academic” streams. Skilling is to be integrated at the school level. This integration approach is to extend from K-12 to higher education.
	Formalise the use of feedback from post-primary students in the assessment of teachers, principals and schools.	Unclear	No reference
	For the 25% seats in private schools, use Centralized Online Admission Process, make the calculation of per student expenditure transparent and give re-imbusement to parents, and not to schools.	Partial	NEP recommends revisiting the existing regulatory framework. But the policy does not mention amending Section 12(1)(c) of the RTE Act explicitly.
6 Reforms for Teachers and Principals	Strengthen the role and powers of school principals to make them genuine leaders of their schools.	Unclear	NEP does not explicitly mention the role and powers of school principals.
	In the annual budget, allocate full grant amount to schools, including for vacant positions and empower principals and SMCs to utilise the grant to achieve the school targets.	Unclear	No reference
	Make selection / hiring of teachers and principals based on demonstrated competencies and not just degrees and seniority.	Accepted	Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of performance appraisal.
	Announce job vacancies and offer positions for teachers and principals at the school level, even though the interview and selection process is conducted at the district or state level.	Unclear	It is not clear at which level the vacancies will be announced. Selection process can take place at the school complex level.
	Introduce a robust system of Teacher and Principal Performance Assessment and Incentives focused on measurable targets.	Accepted	National Council for Teacher Education will develop a common set of National Professional Standards for Teachers by 2022. The standards would cover expectations of the role of the teacher at different levels of expertise/ rank, and the competencies required for that rank. It will also comprise standards for performance appraisal, for each rank, that would be carried out on a periodic basis.
	Provide personalized and need-based coaching (not mass training) to teachers and principals, offer online, on-demand modules for training and certification and develop platforms for regular sharing and learning from each other.	Accepted	Career management and continuous professional development of teachers is emphasised throughout the NEP.