
Distance Covered by the Draft National Education Policy 2019

Comparing CCS Recommendations in 2016 with
the Draft National Education Policy 2019

New Delhi, India

June 2019



Comments on Draft National Education Policy 2019
Centre for Civil Society
June 2019

<u>CCS RECOMMENDATIONS 2016</u>		<u>DRAFT NATIONAL EDUCATION POLICY 2019</u>	
<i>Area</i>	<i>Proposal</i>	<i>Accepted/Rejected/ Partial/Unclear</i>	<i>Policy Proposal</i>
10 Reforms in the Education System	Separate government's role as regulator, financier and provider of education.	A	NEP's Chapter 8 is dedicated to the separation of regulatory and delivery functions. It recommends unequivocally that state level regulators be set up and the state Department of School Education focus on 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.	R	Surprisingly, NEP makes zero references to DBT. It does make stray references to 'allowances' such as scholarships, but does not take a principled-stand on this.
	Institute learning outcomes-based school recognition and regulation of both government and private schools.	P	NEP is intent on allowing multiple models for schools, and loosening the input restrictions of the RTE Act and placing less emphasis on input and greater emphasis on output potential with respect to desired learning outcomes. While the draft does not use the phrase outcomes-based recognition, it ties recognition to quality rather than infrastructure and inputs.
	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.	P	NEP has recommended the opposite: NAS will be conducted at intervals, and SAS may be conducted every year. Assessments are to be redesigned to primarily test core concepts and skills along with higher order capacities and will apply a modular Board Examinations" approach. A National Testing Agency is to be set up which will establish test centres across the country and serve as a storehouse for assessment data. 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) to be used only for developmental purposes, by sharing it with teachers, students, and their parents.
	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.	P	Multiple public schools will be brought together in an organisational and administrative unit called the school complex. The School Complex will be the unit of governance. The DSE will devolve authority to the school complex and each complex will be a semi-autonomous unit.
	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.	P	Central Educational Statistics Division (CESD) as an independent autonomous entity within NIEPA
	Establish independent education dispute resolution tribunal with a robust online grievance redressal system with a call centre.	P	Grievances are to be handled via School Complex Management Committees, and ombudmen attached to regulatory bodies. There are no references to call centres.
	Give unique ID to all students, teachers and principals and maintain online portfolio of their work, trainings and performance.	U	
	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.	P	NEP has rejected the idea of for-profit schools, but recognises PPP models. It also alludes to giving schools recognition on limited basic parameters, as long as they maintain financial probity as evidenced by Section-8 company financial disclosure norms.
	Participate in all future rounds of PISA and TIMSS.	U	No references to either.

<u>CCS RECOMMENDATIONS 2016</u>		<u>DRAFT NATIONAL EDUCATION POLICY 2019</u>	
<i>Area</i>	<i>Proposal</i>	<i>Accepted/Rejected/ Partial/Unclear</i>	<i>Policy Proposal</i>
6 Reforms for Schools and Students	Integrate pre-schooling in the formal schooling system, particularly for government schools.	A	ECCE be included as an integral part of the RTE Act: 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.	A	NEP has dedicated an entire chapter 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.	A	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. While the draft does not explicitly say whether CBSE board exam will be open to all students, it says 'BOAs will not affiliate schools but will offer their services for schools and students to choose'.
	Introduce career counseling and skill development courses.	A	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. Each school complex is to have one or more capable counsellors available. The counselling available will range from career guidance to mental health.
	Formalise the use of feedback from post-primary students in the assessment of teachers, principals and schools.	R	
	For the 25% seats in private schools, use Centralized Online Admission Process, make the calculation of per student expenditure transparent and give re-imburement to parents, and not to schools.	P	NEP's broader recommendation is to rethink 12(1)(c) given the implementation challenges and amend RTE accordingly. However, should RTE amendment not be acceptable to Parliament, NEP recommends that the process be made transparent, including a centralised lottery. NEP does not make reference to include per-child funding directly to parents.
6 Reforms for Teachers and Principals	Strengthen the role and powers of school principals to make them genuine leaders of their schools.	U	Leaders of a school complex seem to be empowered.
	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.	R	It does not appear that grant utilisation powers at the school level extend to hiring.
	Make selection / hiring of teachers and principals based on demonstrated competencies and not just degrees and seniority.	A	Seniority based career progression is to end, particularly as it applies to assigning teachers to higher grades.
	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.	P	Vacancies are to be announced for school complexes instead of stand-alone schools. Selection process will be conducted at the district/state level.
	Introduce a robust system of Teacher and Principal Performance Assessment and Incentives focused on measurable targets.	P	While the document states that 'career management and progression of teachers (including promotion / salary structure, and the selection of school and school complex leadership positions) must be based on outstanding performance and merit, through clear standards for evaluation of the same' it does not clarify what these standards and bases will be.
	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.	A	Career management, counselling and continuous professional development of public school teachers is emphasised throughout the document. Private school teachers are also to have access to training services for a fee.