

Key Takeaways of National Education Policy 2020

School and Higher Education

July 2020



Key takeaways from [National Education Policy 2020](#)

School Education

1. Separation of functions of the government
 - a. Separate bodies to carry out running of public schools, regulation and policy-making
 - b. States to set up a State School Standards authority (SSSA).
 - c. SSSA to establish a minimal set of standards based on safety, security, basic infrastructure, number of teachers across subjects and grades, probity, and sound processes of governance to be followed by all schools.
 - d. Transparent public disclosure of all regulatory information to be used extensively for public oversight and accountability.
 - e. New private schools will have to obtain License to Start a School from SSSA. To be based on self-declaration/disclosures.
 - f. Public and private schools (except Central Government schools) to be assessed and accredited on the same criteria, benchmarks, and processes, emphasising online and offline public disclosure and transparency.
2. Review of standard-setting/regulatory framework for schools
 - a. Free and compulsory education from early childhood to higher secondary education
 - b. Overemphasis on inputs, and detailed specifications to be changed and requirements be made more responsive to realities on the ground
 - c. Educational outcomes and transparent disclosures of all financial, academic, and operational matters to be added in the assessment of schools
 - d. No mention of 12(1)(c)
3. Education to remain 'public spirited'
 - a. Private philanthropic efforts for quality education will be encouraged
 - b. Education is a public good, must not be a commercial activity or a source of profit.
 - c. No scope for commercialisation or profiteering
 - d. Need to protect parents and communities from usurious commercial practices, including arbitrary increases in tuition fees
 - e. Schools must be held to similar disclosure standards as for Section 8 companies.
4. Learning outcomes measurement
 - a. All students to take State School examinations in Grades 3, 5, and 8 plus Boards in Grades 10 and 12.
 - b. Sample-based National Achievement Survey for both private and government schools students to test system health.
 - c. National Testing Agency to offer high-quality common aptitude tests for entering universities, at least twice every year.
5. Language norms for schools
 - a. Medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, to be home language/mother tongue/local language.
 - b. Three-language formula to continue.

Higher Education

1. Separation of functions of the government
 - a. Regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies.
 - b. National Higher Education Regulatory Council to be sole regulator for higher education.
 - c. National Accreditation Council to be a “meta-accrediting body” and recognise accreditors.
 - d. Higher Education Grants Council to carry out funding and financing. Institutions that fund research such as UGC and private and philanthropic organisations, will continue to independently fund research according to their priorities.
 - e. General Education Council to frame expected learning outcomes.
 - f. National Research Foundation to provide a reliable base of merit-based, equitable peer-reviewed research funding in all disciplines.
 - g. Professional Standard Setting Bodies to set standards in fields, but will not have any regulatory powers.
 - h. All HEIs, government and private, to be treated on par within this regulatory regime.
2. Increasing choice and flexibility
 - a. Undergraduate degree will be of either 3 or 4-year duration, with multiple exit options and appropriate certifications.
 - b. Academic Bank of Credit to be established to store the academic credits earned from recognized HEIs so that the degrees can be awarded taking into account credits earned.
 - c. Setting up new quality HEIs will be made easier by the regulatory regime.
 - d. HEIs performing exceptionally well will be helped by the government to expand their institutions.
 - e. Public Philanthropic Partnership models may be piloted to expand access.
3. Autonomy for higher educational institutions
 - a. Stage-wise mechanisms for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established.
 - b. Once an HEI receives the appropriate accreditations, a Board of Governors can govern it without external interference.
4. Curbing commercialisation in education
 - a. All education institutions will be held to similar standards of audit and disclosure as a ‘not for profit’ entity. Surpluses, if any, will be reinvested in the educational sector.
 - b. Fees for private HEIs will be fixed with an upper limit. All fees will be fully disclosed, and there will be no arbitrary increases during the period of enrolment of any student.