



Summary of
**National
Education
Policy 2020**

School Education

1. **Strengthening of Central Advisory Board of Education (CABE) as apex advisory body**
 - a. CABE will have a “much greater mandate” and be responsible for “developing, articulating, evaluating and revising the vision of education” collaborating with MHRD and state apex bodies. Shall “create and review institutional frameworks that help attain this vision”.
 - b. MHRD re-designated as the Ministry of Education.
2. **Separation of roles: introduction of SSSA for standard-setting and accreditation**
 - a. Four roles of governance and regulation—policymaking, provision of education, ensuring professional and quality standards in the education system, and academic work—will be conducted by separate independent bodies. This is necessary to avoid conflicts of interest and concentrations of power, and to ensure due and quality focus on each role.
 - i. *Department of School Education*, the apex state-level body in K-12 education, will be responsible for overall monitoring and policymaking. But it will not be involved with service delivery or regulation of education, in order to eliminate conflicts of interest.
 - ii. *Directorate of School Education* will handle the service delivery for the public schooling system of the whole state.
 - iii. *SCERT* (in consultation with NCERT) will lead academic matters, including academic standards and curricula. Certification of competency at the school-leaving stage will be handled by Boards of Assessment in each State.
 - b. States and union territories will set up a *State School Standards Authority* (SSSA) to ensure that all schools follow certain minimal professional and quality standards
 - c. SSSA will establish a minimal set of standards based on basic parameters (*namely, safety, security, basic infrastructure, number of teachers across subjects and grades, probity, and sound processes of governance*), which shall be followed by all schools.
 - i. Transparent public disclosure of all regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability.
 - ii. New private schools will have to obtain License to Start a School from SSSA. This will be through a self-declaration on the requirements set by SSSA.
 - d. “Public and private schools (except the schools that are managed/ aided/ controlled by the central government) will be assessed and accredited on the same criteria, benchmarks, and processes, emphasising online and offline public disclosure and transparency rather than mandates by the SSSA, so as to ensure that public-spirited private schools are encouraged and not stifled in any way.”
 - e. “There has been far too much asymmetry between the regulatory approaches to public and private schools, even though the goals of both types of schools should be the same: to provide quality education.”
 - f. For schools operated by the central government, CBSE and NCERT in consultation with the MHRD shall prepare a regulatory framework.
 - g. For a periodic ‘health check-up’ of the overall system, a sample-based National Achievement Survey of student learning levels will be carried out by PARAKH
3. **Review regulatory framework: shift focus on educational outcomes**
 - a. Regulatory framework will be reviewed to extend free and compulsory education from early childhood (age 3 onwards) through higher secondary education (until Grade 12).

- b. “Overemphasis on inputs, and the mechanistic nature of their specifications...will be changed and the requirements be made more responsive to realities on the ground, e.g. regarding land areas and room sizes, practicalities of playgrounds in urban areas, etc.”
- c. Schools will be given “suitable flexibility” to make their decisions based on local needs and constraints, without compromising on the “requirements of safety, security, and a pleasant and productive learning space.” Educational outcomes and “transparent disclosure of all financial, academic, and operational matters” will be given due importance and will be added adequately in the assessment of schools.

4. Schools cannot run for profit: “stopping commercialisation of schools”

- a. Private philanthropic efforts for quality education will be encouraged—thereby affirming the public-good nature of education—while protecting parents from usurious commercial practices, including arbitrary increases in tuition fees. All the 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. Public disclosure on school and SSSA websites, for both public and private schools, would include information on the *numbers of classrooms, students and teachers, subjects taught, any fees, and overall student outcomes on standardised evaluations such as the NAS and SAS.*
- c. Building a robust educational system has to be a national effort, with both public and private sectors participating with no scope for commercialisation or profiteering. Schools must be held to similar disclosure standards as for Section 8 companies. Education is a public good and must not be a commercial activity or a source of profit.

5. Assessments

- a. State school examination: all students will take State School examinations in Grades 3, 5, and 8 in addition to Board Examinations in Grades 10 and 12. All students will be allowed to take Board Exams twice during any school year: one main examination, and one for improvement.
- b. Results, including public disclosure by schools of overall student outcomes, will be used only for development of the school education system.
- c. *PARAKH, Performance Assessment, Review, and Analysis of Knowledge for Holistic Development:* to be a standard-setting Body under the MHRD.
- d. PARAKH will set norms, standards and guidelines for: assessment and evaluation for all recognised school boards of India, guiding the State Achievement Survey and undertaking the National Achievement Survey, monitoring learning outcomes, and guiding school boards to shift assessment patterns towards the “skill requirements of the 21st century and in consonance with the stated objectives of this Policy.”
- e. *National Testing Agency:* It will offer high-quality common aptitude tests for entering universities, at least twice every year. “Students will be able to choose the subjects that they are interested in having tested, and each university will be able to see each student’s individual subject portfolio and admit students into their programmes based on individual interests and talents.”

6. Curriculum and pedagogy in schools

- a. Curricular and pedagogical structure will be guided by a 5 + 3 + 3 + 4 design.

- i. *Foundational* (3 years of preschool + Grades 1-2), *Preparatory* (Grades 3-5), *Middle* (Grades 6-8), and *High school* (Grades 9-12 in two phases, i.e. 9 and 10 in the first, and 11 and 12 in the second). Students will have the option of exiting at Class 10 and re-entering in the next phase.
- b. Students will be given increased flexibility and choice of subjects to study. There will be no hard separation between Arts/Science and other subjects.
- c. NCERT will develop National Curricular Framework for School Education, NCFSE 2020-21. It will be revisited and updated every five years.
 - i. All textbooks shall aim to contain the “essential core material (together with discussion, analysis, examples, and applications) deemed important on a national level”, and any supplementary material as per local contexts.
 - ii. “States will prepare their own curricula (which may be based on the NCFSE prepared by NCERT to the extent possible) and prepare textbooks (which may be based on the NCERT textbook materials to the extent possible), incorporating State flavour and material as needed. While doing so, it must be borne in mind that NCERT curriculum would be taken as the nationally acceptable criterion.”

7. Multilingualism

- a. Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be home language/mother tongue/local language. Thereafter, the home/local language shall be used.
- b. Three-language formula will continue to be implemented, while keeping in mind the Constitutional provisions, the need to promote multilingualism and national unity while providing for greater flexibility.

8. Early Childhood Care and Education

- a. By 2030, universal provision of quality early childhood development, care and education must be achieved, to ensure that children are school-ready.

9. Foundational literacy and numeracy

- a. Teacher vacancies will be filled as soon as possible, especially in disadvantaged areas and areas with large pupil-to-teacher ratios, or high rates of illiteracy. At least one teacher per class/grade and a pupil-teacher ratio (PTR) of under 30:1, will be ensured at the level of each school; socio-economically disadvantaged areas will aim for a PTR of under 25:1.

10. Curtailing dropouts

- a. Achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030.
- b. National Institute of Open Schooling 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.
- c. “To make it easier for both governments as well as non-governmental philanthropic organizations to build schools, to encourage local variations on account of culture, geography, and demographics, and to allow alternative models of education, the

requirements for schools will be made less restrictive. The focus will be to have less emphasis on input and greater emphasis on output potential concerning desired learning outcomes. Regulations on inputs will be limited to certain areas as enumerated in Chapter 8. Other models for schools will also be piloted, such as public-philanthropic partnerships.”

11. Teachers

- a. National Council for Teacher Education (NCTE) will develop a common set of National Professional Standards for Teachers by 2022. By 2030, the minimum degree qualification for teaching will be a 4 -year integrated B.Ed. degree. The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor’s Degrees in other specialised subjects. By 2021, NCTE will develop National Curriculum Framework for Teacher Education, NCFTE 2021, with NCERT, based on the principles of NEP 2020.
 - i. Action will be taken against substandard stand-alone Teacher Education Institutions.
- b. Large number of merit-based scholarships shall be instituted across the country for study at outstanding 4-year integrated B.Ed. programmes. In rural areas, special merit-based scholarships will be established.
 - i. Key incentive for teaching in rural schools will be local housing near or on the school premises or increased housing allowances.
- c. Teacher transfers “will occur in very special circumstances as suitably laid down in a structured manner by State/UT governments.”

12. Equitable and inclusive Education

- a. Certain regions of the country with large populations from socially and economically disadvantaged groups should be declared Special Education Zones, where all the above schemes and policies are implemented to the maximum through additional concerted efforts and funding from the Centre and States.
- b. Government of India will constitute a ‘Gender-Inclusion Fund’ to build the nation’s capacity to provide a quality and equitable education for all girls as well as transgender students. The fund will be available to States to implement priorities determined by the central government critical for assisting women and girls and transgender students in gaining access to education (such as the provisions of sanitation and toilets, bicycles, **conditional cash transfers** etc.).

13. School complexes/clusters

- a. “Small school sizes have made it economically suboptimal and operationally complex to run good schools, in terms of deployment of teachers as well as the provision of critical physical resources.”
- b. One possible mechanism for tackling this issue is the establishment of school complexes/clusters, consisting of one secondary school together with all other schools offering lower grades in its neighbourhood.

14. NETF: National Educational Technology Forum

- a. NETF will provide a platform for free exchange of ideas on technology for enhancing learning, assessment, planning, administration, both for school and higher education.