The National Education Policy
2020
Highlights and critical reforms in school education
National Education Policy (NEP) 2020

Milestones

- National Policy on Education
  - 1968

- National Policy on Education
  - 1986

- NPE 1986 modified (Programme of Action)
  - 1992

- National Education Policy (released in 2020 after 34 years)
  - 2020

Consultative Process
(Central, state governments, academia, members of the public)

- 2.5L Gram Panchayats through MyGov platform
- Draft NEP translated into 22 languages
- Special meeting of Central Advisory Board of Education
- Consultations with Parliamentary Standing Committee on HRD

Education dialogue with Members of Parliament
Key priorities of NEP 2020

- **Education for All by 2030**
- **All children to acquire FLN by 2025**
- **ICT Integration in teaching and learning methodologies**
- **Bring 2 crore students back to school**
- **Focus on 21st century skills in teaching, learning and assessment**
- **New curricular and pedagogical framework of 5+3+3+4**

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**CENTRAL SQUARE FOUNDATION**
NEP 2020: Critical reforms in school education

01 National Mission on Foundational Literacy and Numeracy (FLN)
02 Universalization of Early Childhood Care and Education (ECCE)
03 Setting-up of National Assessment Centre - PARAKH
04 Key Stage Exams in Grades 3, 5, and 8
05 Creation of National Educational Technology Forum (NETF) for technology in education
06 Accreditation and Standard Setting
NEP 2020: Critical reforms in school education

01

National Mission on Foundational Literacy and Numeracy (FLN)

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Accreditation and Standard Setting
FLN to address shortfalls in learning that are key gateway skills for later grades

The National Achievement Survey (NAS) 2017 highlights poor attainment begins in early years and continues to drop further.

- **33% Students in Grade 3 cannot read small texts with comprehension** in India; number increases to 46% by Grade 8.
- **44% Students in Grade 3 cannot use basic math** to solve daily life problems in India; number increases to 62% by Grade 8.

Grade 3 is the inflection point by which children are expected to "learn to read" so that they can "read to learn" after that.

Over 5 crore students in elementary schools have not attained foundational literacy and numeracy.

Source 1: NEP 2020, Source 2: Muralidharan and Zieleniak, 2013
As per the World Bank’s Learning Poverty Report, more than 50% of children are unable to read simple text with meaning by age 10.
NEP 2020 calls out Foundational Literacy and Numeracy as an urgent and necessary prerequisite to learning

Launch of a National Mission on Foundational Literacy and Numeracy

1. Making foundational learning the highest priority for the country (The rest of the policy will become relevant if FLN is first achieved)

2. Calls for achieving universal FLN in primary schools by 2025
Global examples of FLN programs demonstrate that large scale mission can lead to improvement in learning outcomes in early grades

Brazil

Launched Minas Gerais Mission to ensure that every child would be reading and writing by the age of 8 (2006)

South Africa

Launched Funda Wande to train teachers on the specialized skill of teaching reading (2017)

Philippines

Launched Basa Pilipinas to strengthen reading skills of children from grade 1 to grade 3 (2013)

Kenya

Launched Tusome to improve learning outcomes and literacy rates at the foundational level (2015)
Learnings from many large scale FLN programmes in India can help shape the National FLN Mission towards improving foundational learning.

- Padhe Bharat, Badhe Bharat
- Mission Vidya in Gujarat
- Mission Buniyad in Delhi
- Gunvatta in Bihar
- Nali Kali in Karnataka
- Mission Prerna in Uttar Pradesh
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Quality ECCE leads to improved learning outcomes in early primary grades (3-6 years)

Longitudinal study in 3 Indian States tracking ~13K kids for 5 years – Students' average test scores (math and language) improved significantly as a result of quality ECE¹

Specific competencies, such as pre-number tasks, sequential thinking, pattern completion, and phonemic awareness, strongly influenced child's early grade outcomes in the domains of math, language and cognitive ability

Global evidence also points to better learning levels in early primary grades for students who have been provided with meaningful ECE³

Other Benefits

15-20% higher retention for ECE students in primary grades²

40% lower repetition rate³

High ROI per dollar invested and higher future income⁴

Currently, a large proportion of 5 year olds move to Grade 1, unready and unprepared, posing a developmental challenge for them.

As per ASER 2018, only 27% of children in 5-6 age cohort were in Anganwadis in rural India while ~50% enter Grade 1, unready and unprepared.

At least 21 States (against the RTE norms) have starting age of 5 years in Grade 1, which adds to a large proportion of underage children in Grade 1.

Distribution of 5-6-year olds across different model

- 27.6% Anganwadi
- 37.3% Pvt. (pre-school & grade 1)
- 23.9% Govt. grade 1
- 2.8% Govt. pre-school
- 8.4% Home & Others

States/UTs which allow entry in Class 1 (of age 5 children)

Based on State’s admission policies
NEP 2020 calls out that ECCE must be achieved by 2030, to ensure that all students entering Grade 1 are school ready.

- Ensure that all students entering Grade 1 are school ready.
- Flexible, multi-level, play-based, activity-based, and inquiry-based learning.
- Preparatory class or Balvatika with ECCE qualified teacher for every child before the age of 5.
- Joint Implementation by the ministries of MHRD, WCD, HFW, and Tribal Affairs.

**MHRD:** Ministry of Human Resource Development, **WCD:** Women and Child Development, **HFW:** Health and Family Welfare.
There are many examples from global systems on how to design pre-primary programmes using different models.

**Peru**
- Pre-schools for children between ages 0 to 2 and Kindergarten for children between ages 2 to 5

**Brazil**
- Mandatory early childhood education for children under 5 years of age

**Bangladesh**
- Universal coverage through 2 years of pre-primary schools between age 4 to 6 years

**Philippines**
- Compulsory kindergarten for children between age 4-6 year old (Kindergarten Education Act – 2011)

**Vietnam**
- Near universal coverage with 92% of 5 year old in early childhood education

Source: UNESCO; Note: 1 - National Education Policy 2010 (Bangladesh) approved 2 year of pre-primary; 2 – Ministry of Education and Training, 2004;
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High quality learning outcomes data is critical for periodic health-check of the overall system and external benchmarking.

**PGI and SEQI**

PGI and SEQI data is sourced through learning data.

Critical initiatives such as the Performance Grading Index launched by MHRD and the School Education Quality Index (SEQI) launched by the NITI Aayog aim to rank states based on the performance of education systems.

It is critical to ensure the continuing efforts to reform and strengthen learning outcomes data systems to ensure the relevance of these efforts.

**For the establishment of international learning benchmarks**

NCERT and UNESCO have aligned on certain proficiency bands to report NAS data; and this data will now be used for reporting India's learning levels globally for SDG 4.1.1.

NAS data will also be used to calculate the World Bank's learning poverty number for India.

**PARAKH, an independent student learning assessment centre, will provide accurate measurement of learning outcomes**
NEP 2020 proposes setting up a National Assessment Centre as a standard setting body under MHRD

**PARAKH**: A new national assessment centre, Performance Assessment Review and Analysis of Knowledge for holistic development, will be set up with an aim to;

- shift towards competency based assessments
- promote critical and creative thinking aligned to the 21st century in classrooms

### Objectives of PARAKH

- Setting up norms, standards and guidelines for 60 recognized school boards in India
- Guiding the State Achievement Survey (SAS)
- Conducting the National Achievement Survey (NAS)
- Monitoring achievement of Learning Outcomes in the country
Many leading education systems have successful models of dedicated assessment centres

<table>
<thead>
<tr>
<th>Dimension</th>
<th>The National Basic Education Assessment System (Brazil)</th>
<th>National Assessment Program (Australia)</th>
<th>The National Assessment of Educational Progress (USA)</th>
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</thead>
<tbody>
<tr>
<td>Institutional Home</td>
<td>Partially autonomous – INEP, specialized body created for assessments; president appointed by Ministry of Education</td>
<td>Autonomous - Statutory body created to house NAP - ACARA (Australian Curriculum, Assessment and Reporting Authority)</td>
<td>Partially autonomous – NCES (National Centre for Education Statistics) housed in the US Department of Education</td>
</tr>
<tr>
<td>Decision Making</td>
<td>NA</td>
<td>Managed in house by INEP</td>
<td>Independent board</td>
</tr>
<tr>
<td>Management</td>
<td>Managed in-house by INEP</td>
<td>Managed in-house by ACARA</td>
<td>Managed in-house by the NCES</td>
</tr>
<tr>
<td>Technical Aspects</td>
<td>States, municipalities &amp; third party</td>
<td>Outsourced to third-party - ACER</td>
<td>Outsourced to third-party orgs</td>
</tr>
<tr>
<td>Administration</td>
<td>Outsourced to third-party NGOs</td>
<td>Outsourced to third-party agencies</td>
<td>Outsourced to third-party agencies</td>
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<tr>
<td>Communication</td>
<td>Open data, can be downloaded</td>
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Key stage exams will provide comparable and reliable school-level learning markers on critical competencies.

Learning assessments are among the least expensive education reforms, typically costing far less than building schools for hiring teachers.

Measuring performance on key competencies in elementary grades is a stepping stone to achieving National Foundational Literacy and Numeracy goals.

Census assessments provide granular data to monitor and support improvement:
- Identify poorly performing schools
- Target interventions such as Teacher Professional Development, additional resources, etc.
- Provide information to help teachers adapt instruction

More than 10 states in India conduct centralised census learning assessments in elementary grades.

Collecting reliable and relevant data can help monitor progress towards and achieve learning goals.

Source: 1 Making a case for learning assessments- Quick Guide 2, UNESCO 2Using the Results of a National Assessment of Educational Achievement, Thomas Kellaghan, Vincent Greaney and T. Scott Murray, World Bank, 3OECD Reviews of Evaluation and Assessment in Education: North Macedonia, 4Use of learning assessment data in education policy making, UNESCO IIEP, 5Governance structure and standard setting in educational assessment, 2020,
NEP 2020 proposes a key stage assessment in grades 3, 5 and 8 to track progress throughout school years.

Key stage assessment to test **achievement of basic learning outcomes**, for all children in grades 3, 5 and 8.

**Key features of the assessment**

- **Test basic learning outcomes:** core concepts, higher order thinking skills and application
- **Move away from rote memorisation**
- **Conduct assessments for all schools** (Government and private both)
- **Use data for continuous monitoring and improvement**
Many leading education systems around the world have learning markers which ensures that every child achieves grade level competencies

**Mexico (ENLACE)**
- Grades 3, 4, 5, 6 and 9
- Low stakes for students and high stakes for schools

**Chile (SIMCE)**
- Grades 4, 8 and 10
- Publicly disclose School quality information dissemination
- Chile’s PISA ranking improved between 2000-2015

**UK (Key stage exam)**
- Grades 2, 6, 9 and 12
- Assess key competencies in language and mathematics in grades 2 and 6

**Australia (NAPLAN)**
- Grades: 3, 5, 7 and 9
- Reports performance on competencies and proficiency levels

In Chile, Australia and UK key stage assessments are standardised tests for language & numeracy in primary grades. Research in South Asia suggests that distributing school quality report cards to parents and schools improves learning.2, 3

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There is a need for a dedicated institution at the central and the state level to further strengthen the deployment of technology in teaching and learning.

### Features for a proposed institute for EdTech

- Champions EdTech vision and strategy at the national level
- Supports states with technical know-how around hardware and software procurement and implementation of EdTech in schools
- Large-scale capacity building of individuals and institutions on EdTech

### Existing Government digital Initiatives

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<tr>
<th>Initiative</th>
<th>Description</th>
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<td>DIKSHA</td>
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<tr>
<td>IIT-PAL</td>
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<td>PM e-VIDYA</td>
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### Existing Government Institutions for EdTech

<table>
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<tbody>
<tr>
<td>Central Institute of Educational Technology (CIET)</td>
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<tr>
<td>State institute of Education Technology (SIET)</td>
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</table>
NEP 2020 proposes setting up of NETF for integration of technology in education

An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education.

Key Functions of NETF

- Provide independent evidence-based advice to Central and State Government agencies
- Articulate new directions for research and innovation
- Build intellectual and institutional capacities in educational technology
- Envision strategic thrust areas in the EdTech domain
Examples of dedicated institutions that have shaped deployment of EdTech in their systems with a clear vision to integrate technology in teaching-learning

<table>
<thead>
<tr>
<th>Agency</th>
<th>South Korea</th>
<th>Indonesia</th>
<th>India</th>
</tr>
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<tbody>
<tr>
<td>Promoting ICT in education and academic research</td>
<td>Equip schools with ICT infra, services, &amp; professional development resources</td>
<td>To fuel ICT enabled education in the schools and higher education sector in the state</td>
<td></td>
</tr>
<tr>
<td>By 2015, South Korea had near ubiquitous access to ICT equipment and internet in schools</td>
<td>55-60% schools in Indonesia have requisite ICT infrastructure</td>
<td>45,000 classrooms in 4752 schools (Classes 8-12) have ICT equipment, under the ambit of Hi-Tech School Project</td>
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A level playing field for Government and Private Schools

Existing Roles of State Education Department

Policy Making | Service Delivery | Financing | Compliance | Assessment | Dispute Resolution

Impact of Combined Roles

Lack of **accountability in the system** as the functions of service delivery, financier and enforcer is collapsed into one department.

The **grievance redressal channels for schools are not credible** as the enforcer is also the adjudicator.

The **credibility of assessments** is questionable as the service deliverer is also the assessor.

An undifferentiated model has led to conflict of interest, ineffective performance monitoring and rule compliance and differential laws for government and private schools.
Regulatory focus on outcomes will create a lever for quality improvement in the school system

**Regulation (Govt.)**
- Under-regulation of school learning outcomes
- Over-regulation of inputs and entry
- Enforcement of regulations is not impartial
- Barriers to finance

**Private School**
- Schools focus on meeting input and entry criteria rather than improving learning outcomes
- Schools differentiate themselves on the basis of proxies rather than learning outcome improvement

**Information (Parents)**
- Parents have high demand for learning quality
- Without good information, parents choose schools based on proxies

**Top down:** Licensing, Recognition, Inspection

**Bottom up:** Choice, Fee payment, Parent-Teacher Meetings
NEP will ensure that all private and public schools focus on improving learning outcomes

Focus shift from Inputs to Outcomes
Input requirements to be made more flexible and accommodating of ground realities, and learning outcomes and transparent disclosure prioritized in assessment of schools.

Separation of Roles to Ensure Impartial Approach
Independent State School Standards Authority (SSSA) to set standards for and accredit public and private schools impartially.

Key Stage Assessments and Public Disclosure of Information to Parents
Public disclosure by schools of their overall (anonymized) student outcomes to drive competition around outcome improvement among private schools.

Source: NEP 2020
Global examples of these reforms have led to improvements in learning outcomes in private schools.

Separation of Roles:
- UK (OFSTED/ISI), Tanzania,
- Uruguay (INEEd)

Learning Outcome Measurement and Information Disclosure:
- Chile (SIMCE), Bangladesh (Primary School Certificate),
- Brazil (Prova Brasil)
Thank you!