

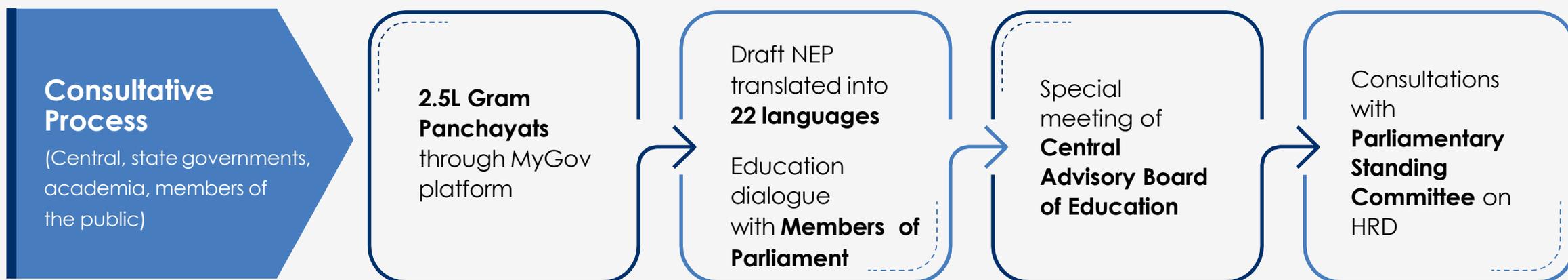
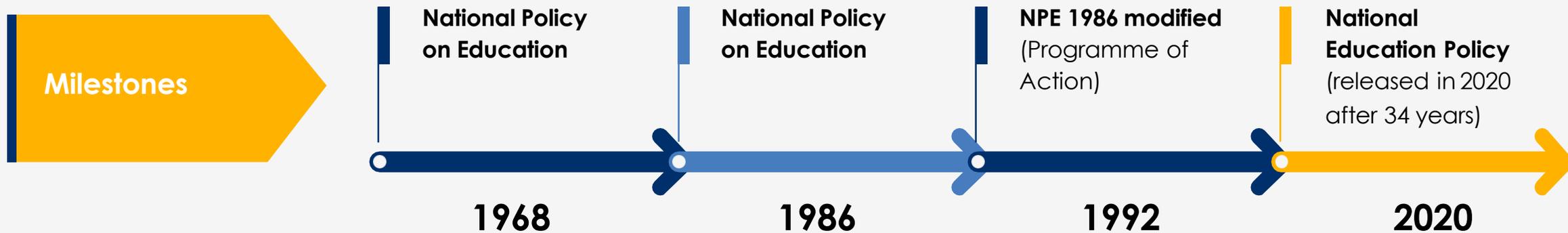


The National Education Policy

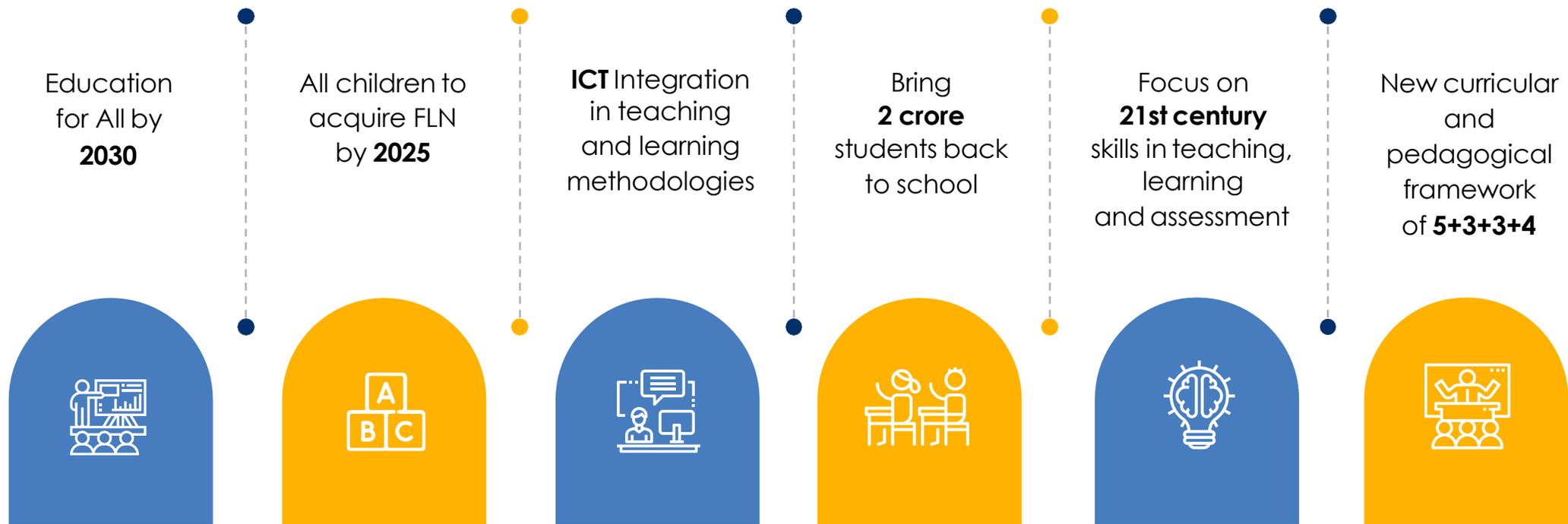
2020

Highlights and critical reforms in school education

National Education Policy (NEP) 2020



Key priorities of NEP 2020



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

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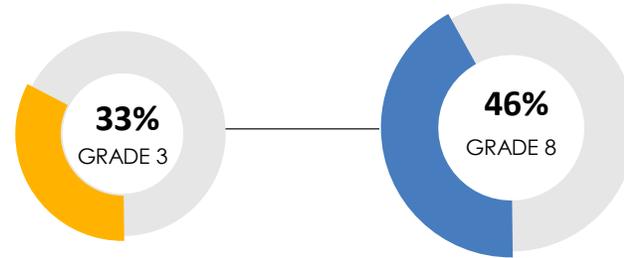
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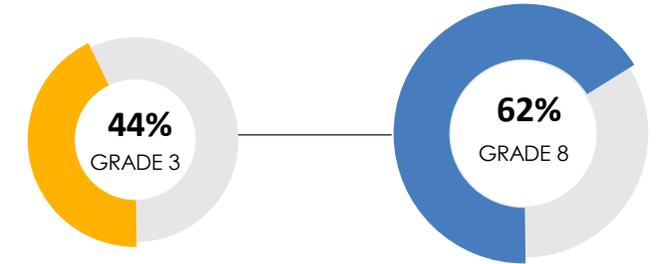
Accreditation and Standard Setting

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

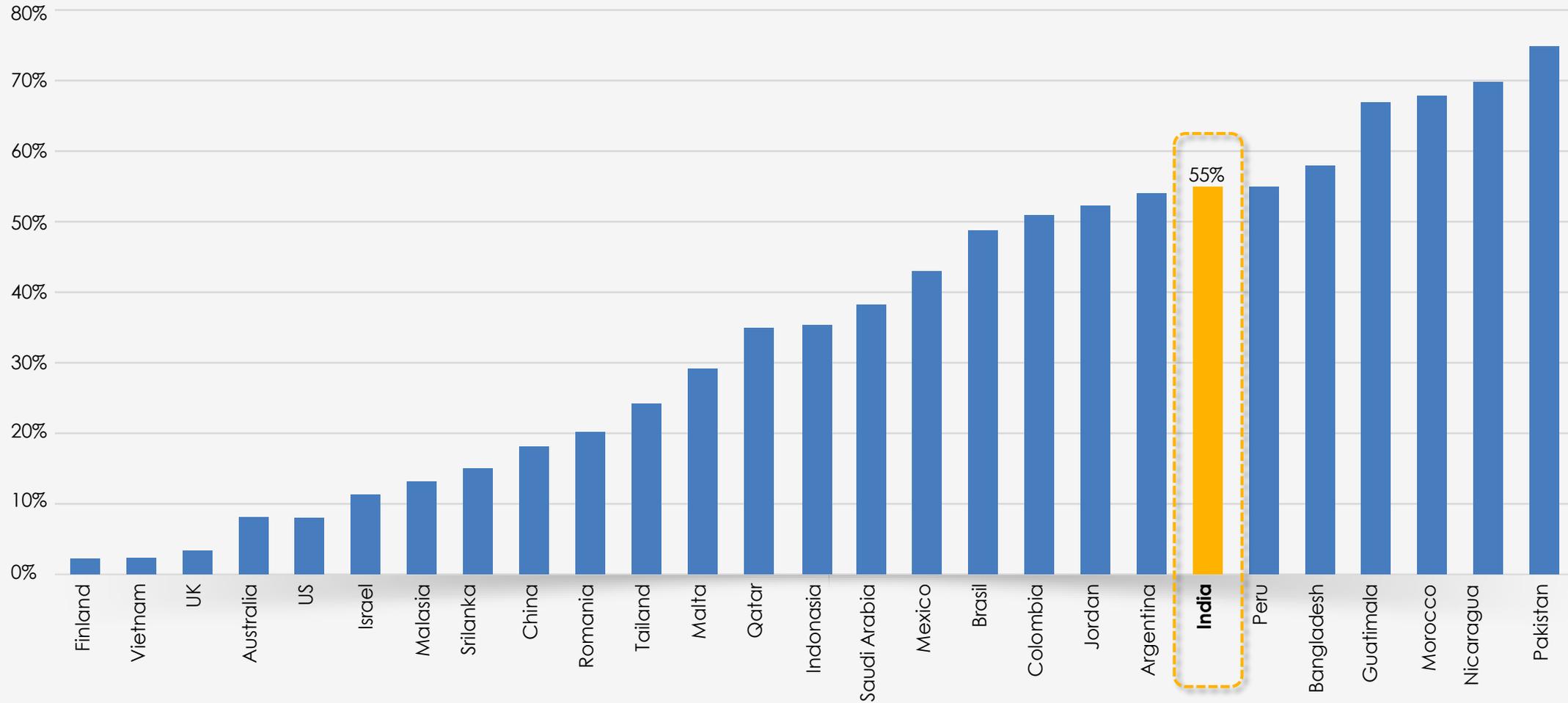
Grade 3 is the inflection point by which children are expected to **“learn to read”** so that they can **“read to learn”** after that

Children who fall behind in Grade 3, stay behind²



Over 5 crore students in elementary schools have not attained foundational literacy and numeracy¹

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



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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Accreditation and Standard Setting

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

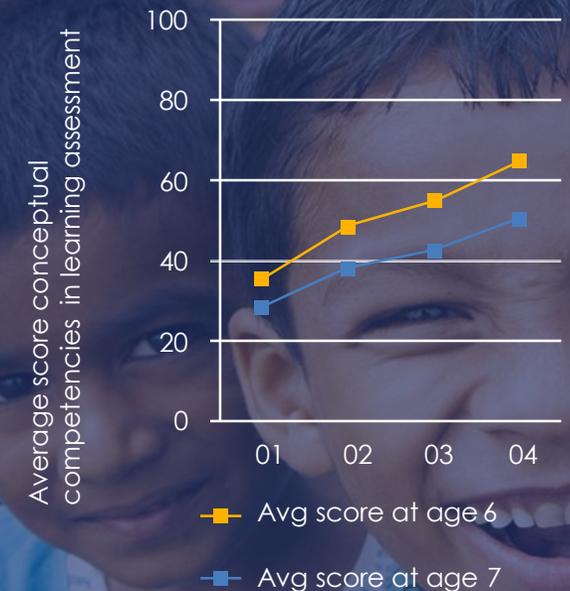
Other Benefits

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

40% lower repetition rate³

High ROI per dollar invested and higher future income⁴

School Readiness and Early Primary Learning Outcomes
CECED Longitudinal Study, 2011-15, India



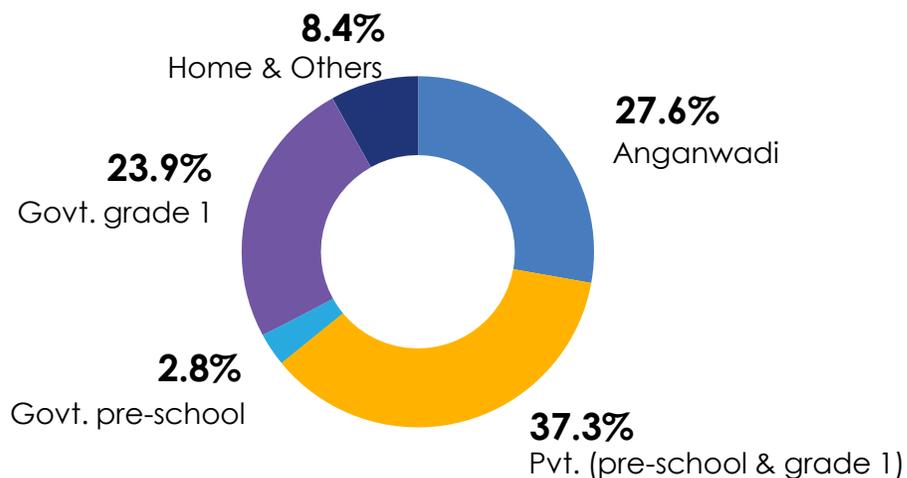
Quartiles of school readiness levels at age 5

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

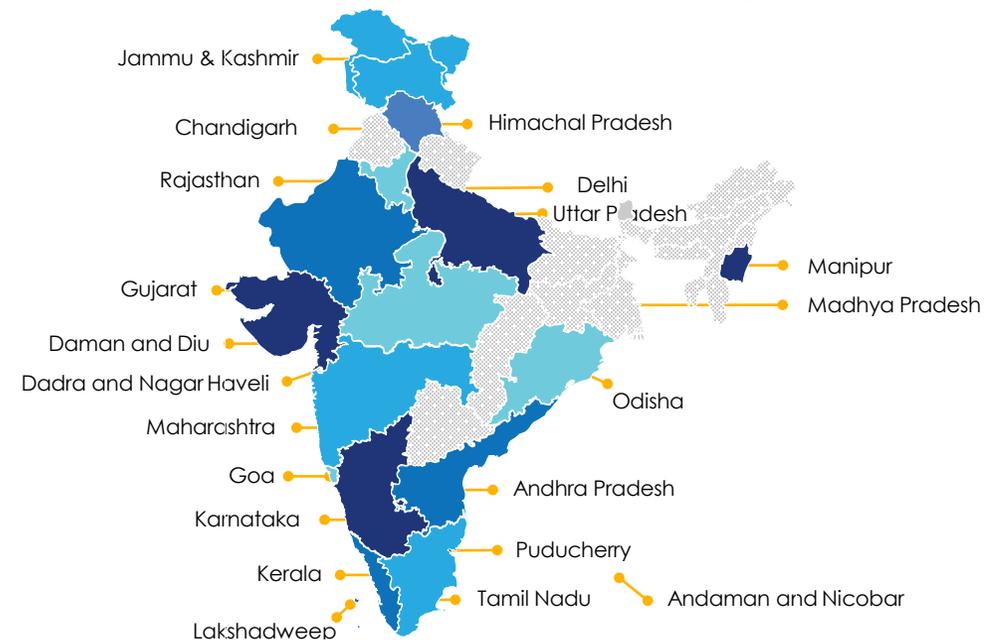
As per ASER 2018, only **27%** of children in 5-6 age cohort were in Anganwadis in rural India while **~50%** enter Grade 1, unready and unprepared

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



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



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

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

Vietnam

Near universal coverage with 92% of 5 year old in early childhood education²

Philippines

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

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Accreditation and Standard Setting

High quality learning outcomes data is critical for periodic health-check of the overall system and external benchmarking



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

PGI 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



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

Dimension	The National Basic Education Assessment System (Brazil)	National Assessment Program (Australia)	The National Assessment of Educational Progress (USA)
 Institutional Home	Partially autonomous – INEP, specialized body created for assessments; president appointed by Ministry of Education	Autonomous - Statutory body created to house NAP - ACARA (Australian Curriculum, Assessment and Reporting Authority)	Partially autonomous – NCES (National Centre for Education Statistics) housed in the US Department of Education
 Decision Making	NA	Managed in house by INEP	Independent board
 Management	Managed in-house by INEP	Managed in-house by ACARA	Managed in-house by the NCES
 Technical Aspects	States, municipalities & third party	Outsourced to third-party - ACER	Outsourced to third-party orgs
 Administration	Outsourced to third-party NGOs	Outsourced to third-party agencies	Outsourced to third-party agencies
 Communication	Open data, can be downloaded	Open data, can be downloaded	

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Accreditation and Standard Setting

Key stage exams will provide comparable and reliable school-level learning markers on critical competencies..

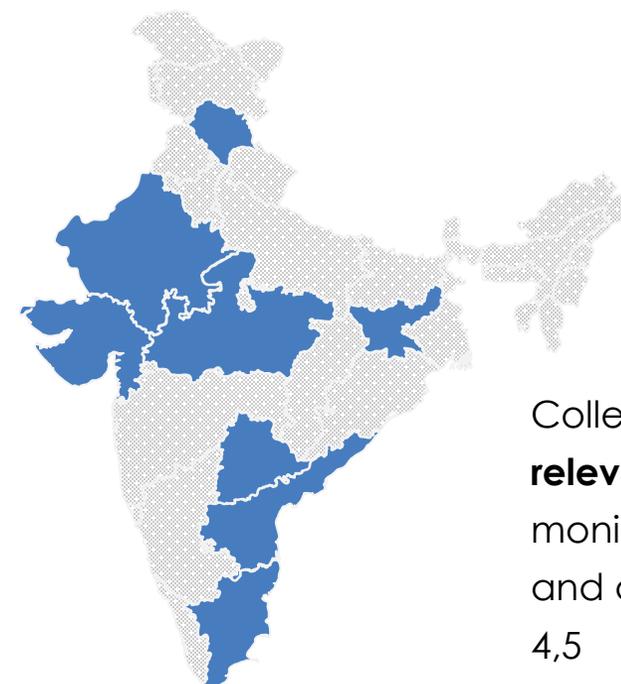
Learning assessments are among the least expensive education reforms, typically costing far less than building schools for hiring teachers¹

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^{2,3}

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^{4,5}

..to various stakeholders for effective monitoring and support

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

UK (Key stage exam)

- **Grades** 2, 6, 9 and 12
- Assess **key competencies in language and mathematics** in grades 2 and 6

Chile (SIMCE)

- **Grades** 4,8 and 10
- Publicly disclose School quality **information dissemination**
- Chile's **PISA ranking improved** between 2000-2015¹

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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Accreditation and Standard Setting

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

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

	 South Korea	 Indonesia	 India
Agency	 Korea Education and Research Information Service (1999)	 Pusat Teknologi Informasi Dan Komunikasi Komunikasi Untuk Pendidikan (1978)	 Kerala Infrastructure and Technology of Education(2001)
Purpose	Promoting ICT in education and academic research	Equip schools with ICT infra, services, & professional development resources	To fuel ICT enabled education in the schools and higher education sector in the state
Impact	By 2015, South Korea had near ubiquitous access to ICT equipment and internet in schools	55-60% schools in Indonesia have requisite ICT infrastructure	45,000 classrooms in 4752 schools (Classes 8-12) have ICT equipment,, under the ambit of Hi-Tech School Project

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Accreditation and Standard Setting

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.



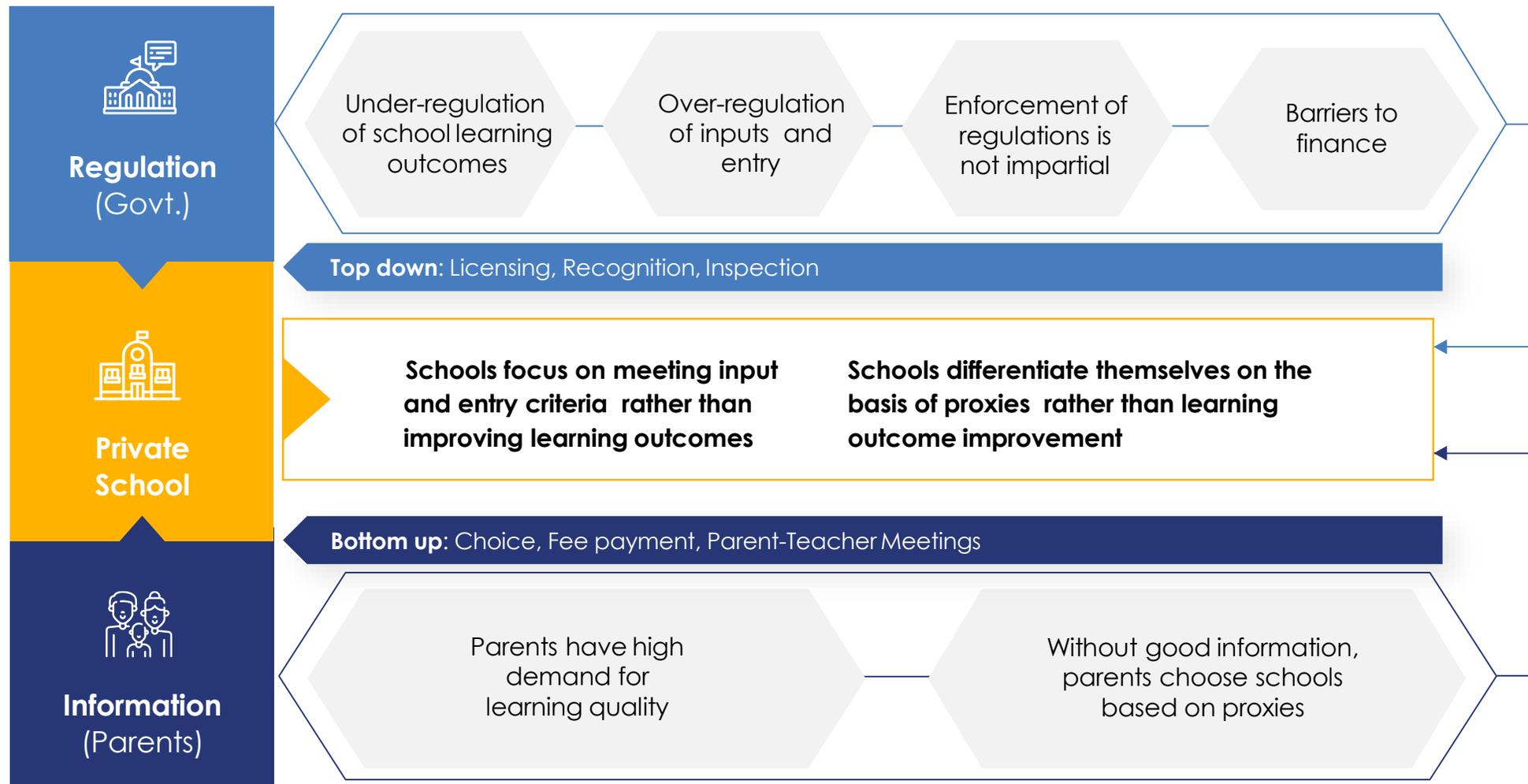
The **grievance redressal channels for schools are not credible** as the enforcer is also the adjudicator.



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

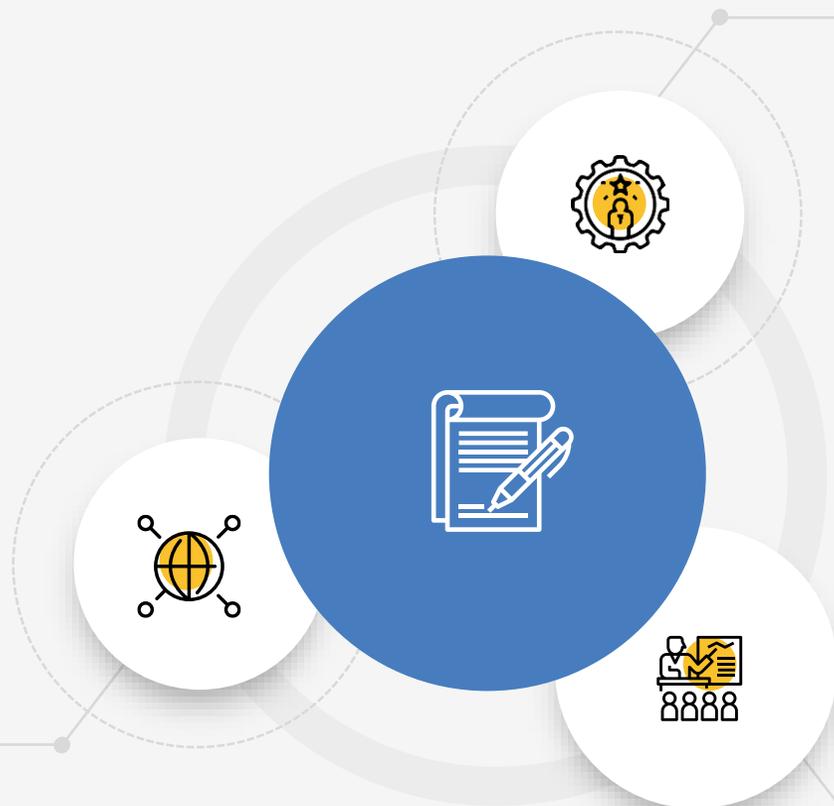
Regulatory focus on outcomes will create a lever for quality improvement in the school system



NEP will ensure that all private and public schools focus on improving learning outcomes

Separation of Roles to Ensure Impartial Approach

Independent State School Standards Authority (SSSA) to set standards for and accredit public and private schools impartially.



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.

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

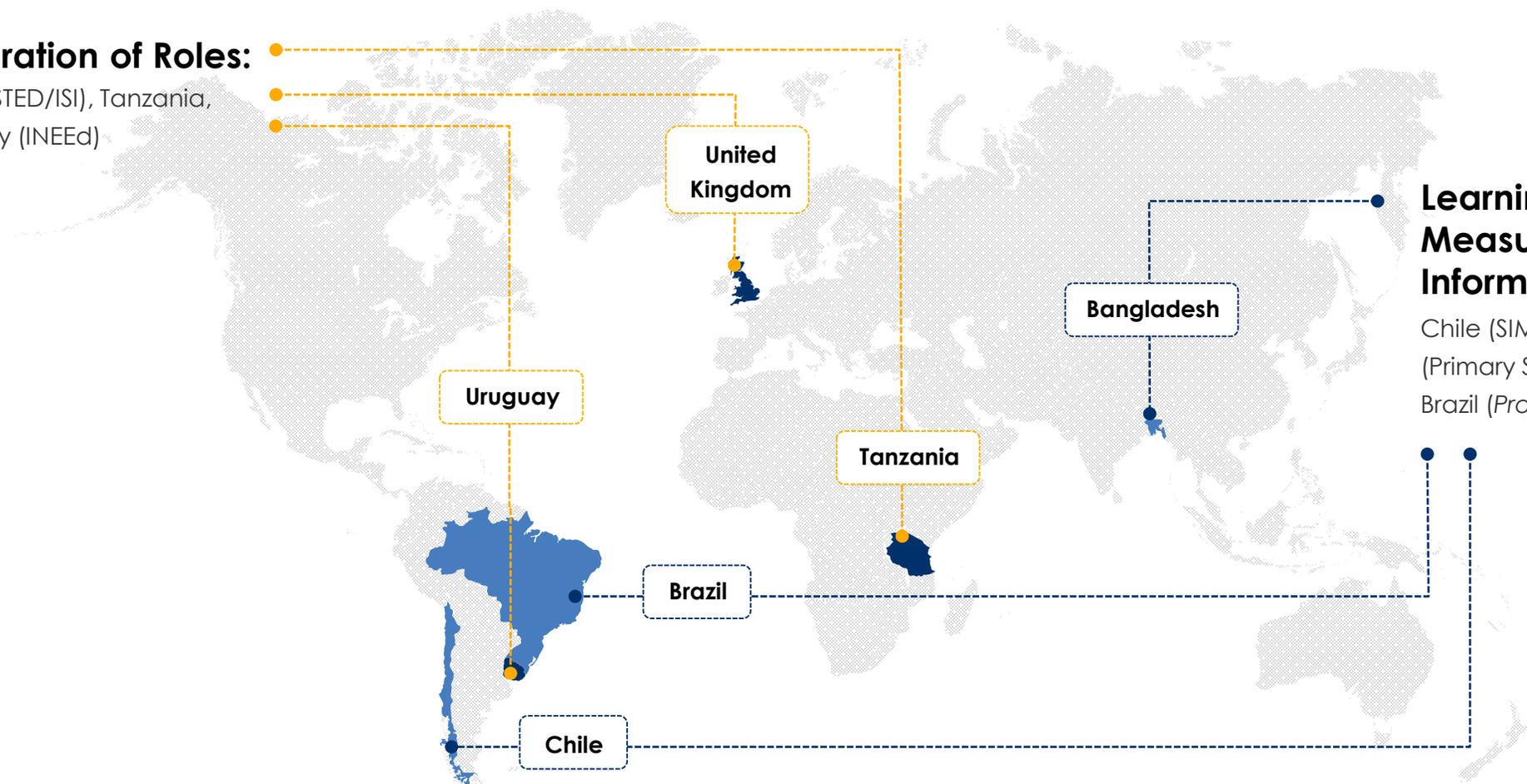
Global examples of these reforms have led to improvements in learning outcomes in private schools

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!