NEP OVERVIEW

Big Picture & Key Specifics: Part I

Divya Balagopal

TABLE OF CONTENTS

NATIONAL EDUCATION POLICY (NEP) 2019 1

EXECUTIVE SUMMARY 1

PRE-K TO 12: THE NEW EDUCATIONAL STRUCTURE 4

Proposals common to all 4 stages 5

GOVERNANCE 6

Governance Structure 7

Highlights 8

State school regulatory body (SSRA) key proposals 8

State Council for Educational Research (SCERT) key proposals 9

Department of School Education, Directorate of School Education (DSE) and District Educational Council (DEC): key proposals 10

School Complex: Concept & proposals 11

Additional New Committees & Agencies 12

BOARDS OF ASSESSMENT (BOA)..... 15

Central 16
State 16
International 16
Private Not-for-Profit 16
Boards of assessment highlights 16

ACCREDITATION & LICENCES 18

Highlights 18

IMPACT 20

All Schools 20
Private Schools 20
International Schools 21
Minority Schools 22
Alternate Schools 22
Language 27
Curriculum NCERT & NCF 28
Students 30
Parents 30
Teachers 31
Teacher Training Institutions 31
Schedule Caste communities & other backward castes 32
Tribal Communities 32
Transgendered 33

Special Needs 33
Child Protection/Safety and Child Rights 34
State 35
AdditoNAL ProposaLS 36

ADDITIONAL INFORMATION 45

Examples of Data points Used 45
India's Heritage 46

NATIONAL EDUCATION POLICY (NEP) 2019

EXECUTIVE SUMMARY

For the first time in 72 years of independence, we have a national education policy that places education at the front and center of national development. Two years of thought, discussion and research captured over 475 pages, richly deserves our appreciation. The NEP 2019 celebrates many firsts – for the first time we see an inclusion of the most vulnerable and marginalized members. The NEP mandates the preservation of tribal knowledge, language and culture; it addresses transgender issues; it recognizes that children with special needs deserve more than ramp access; it provides attention to access to education by exploring alternative means for reaching schools: from transport allowance for young children, to bicycles for older girls to paid walking escorts. For the first time there is an articulation of inculcating a joy for learning, for children to learn for life rather than for tests. Vocational and experiential learning right from the age of 3 is recommended. The prominence given to liberal arts

education and the call to end 'streaming' and provide all students in higher education the right to choose multidisciplinary subjects are highlights that make the NEP a trailblazer.

The NEP 2019 seeks to create a new system, a "revision and revamping of all aspects of the education structure, regulation and governance that is aligned with the *aspirational goals of 21st century education, while remaining consistent with India's traditions and value systems.*"[1] This objective appears both commendable and achievable till one starts reading the NEP 2019 in-depth.

There appears to be a strong tug-of-war in the NEP 2019 (in fact one can almost hear two distinct voices and tones while reading the NEP). On one side we have a child-centric policy that focuses on developing 21st century learning skills, building on "Learning to Know/ Learning to Do/ Learning to live together/Learning to be."[2] On the other side we have a nation-centric, one-vision-one-curriculum-one-policy, with heavy nationalistic and moral overtones, tugging to erode diversity of thought and constitutional guarantees.

Which side wins depends on our understanding and timely and constructive response to the nuances of the Policy and its implementation. This document therefore breaks down the NEP 2019 to help the reader understand the following.

1. *What does the education structure from pre-primary (age 3) to secondary (age 18) look like under NEP 2019?*
2. *As education is a concurrent subject, who are the regulatory authorities and how will they regulate?*
3. *What impact will these changes have on different stakeholders, legislation, and our individual and collective aspirations?*

[1] Page 24 of NEP 2019. (Emphasis added.) References to pages and paras without further elaboration in subsequent footnotes, are references to pages and paras of the NEP 2019.
[2] "Learning: The Treasure Within" International Commission on Education for the Twenty-First Century, chaired by Jacques Delors, submitted to UNCESCO in 1996, quoted on page 25.

Each section collates Policy directives (and as far as possible reproduces it exactly as stated along with page and reference numbers).

The purpose behind this format is to enable the reader to comment and give recommendations on specific issues, after understanding where the issue sits in the overall framework of the educational reform proposed by the NEP 2019.

A nation that empowers and celebrates the individual learner has nothing to fear but a nation that fears the mind of the learner and seeks to control it, loses its biggest asset: the limitless potential of a well-rounded, open, educated mind.

Yours sincerely,

Divya Balagopal*

Note: This document is not an exhaustive summary of the NEP 2019. It is limited to select issues in the Pre-K-12 space. It is not a legal opinion and the contents do not reflect the views, opinions, understanding, analysis of any person or organization other than author.

**Divya Balagopal is a lawyer, specializing in education law, child protection and regulatory policy development. On December 2, 2017, she was invited to share policy inputs with Dr. K. Kasturirangan, Chairperson of the NEP, Prof. Manjul Bhargava of Princeton University, and other members of the Committee at a consultation held at ICTS, a center of TIFR in Bangalore. She holds a Master's degree from the Institut de Hautes Études Internationales et du Devéloppement (The Graduate Institute), Geneva, in International Law and Human Rights and an honors degree from India's leading National Law School of India University (NLSIU), Bangalore. Divya is an integral member of the core drafting committee of the State of Karnataka, State Child Protection Policy – the first of its kind in India, and a knowledge partner to the Karnataka State Commission for Protection of Child Rights as well as a member of the All Ladies League, Bangalore Women Safety Chapter. She serves on various education, women and child protection advisory committees and also advises state governments on child protection policies, child rights, education law and policy. (Her LinkedIn profile and contact link is https://in.linkedin.com/in/divya-balagopal-3098243.)*

PRE-K TO 12: THE NEW EDUCATIONAL STRUCTURE

Objective: "INTERCONNECTEDNESS OF EDUCATION": Learning how to learn:"[3]

Proposal: Integrate Early Childhood Care and Education (ECCE)/Pre-primary into K-12 education; divide children between the ages of 3 to 18 into four learning stages (Foundational/Elementary/Middle/Secondary), each stage building on the previous and each having the following key element.

Foundational	Elementary/ Preparatory	Middle	Secondary
• Pre-Primary (3 years) + Grades 1,2 • Ages 3 to 8 • Objective: equalize multiple cognitive abilities	• Grades 3,4,5 • Basic education • Generalist teachers • Pre vocational orientation begins[6]	• Grades 6,7,8 • Abstract thinking • Subject teachers • Experiential learning • Explore relationship	• Grades 9,10,11,12 • Semester based Multidisciplinary studies • Subject oriented pedagogical & curriculum style

[3] Page 176.
[6] Page 79 p. 4.4.4

Foundational	Elementary/ Preparatory	Middle	Secondary
• Single Curriculum (NCERT)[4] • Play & discovery based learning • Vocational & academic: no hard separation • Pre-school to Grade 1: explore 3 language or more.[5] • Anganwadis, preschools	• By grade 3: 3 language formula, recognize script; read basic text	between subjects • 1 year course: vocational craft • In grade 6 can change one of the three languages	• Vocational; liberal arts • "Junior College" "Higher" secondary deleted[7] • Foreign language offered as electives only in secondary school

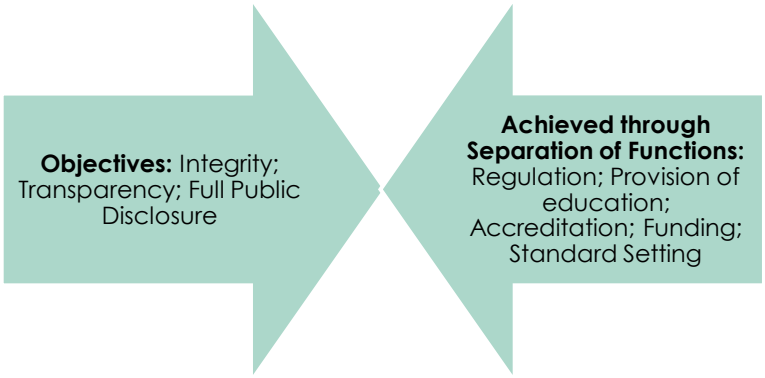
PROPOSALS COMMON TO ALL 4 STAGES

- Heavily incorporate Indian & local tradition (page 179)
- Include ethical reasoning, socio-emotional learning, quantitative & logical reasoning, computational thinking & digital literacy
- Develop scientific temper, languages, communication skills
- Subjects like PE, arts, vocational crafts incorporated throughout curriculum – not considered extra or co-curricular: (page 78, p. 4.4.2)
- Attain learning outcomes in all curriculum areas including sports, science, art, language, literacy, ethics (page 77)
- All students will take vocational courses; integral part of formal curriculum (page 79, p. 4.4.4)
- Every student from Foundational Stage onwards to have basic exposure to classical Indian music (Carnatic / Hindustani) (page 89, p.4.6.2.1)

GOVERNANCE

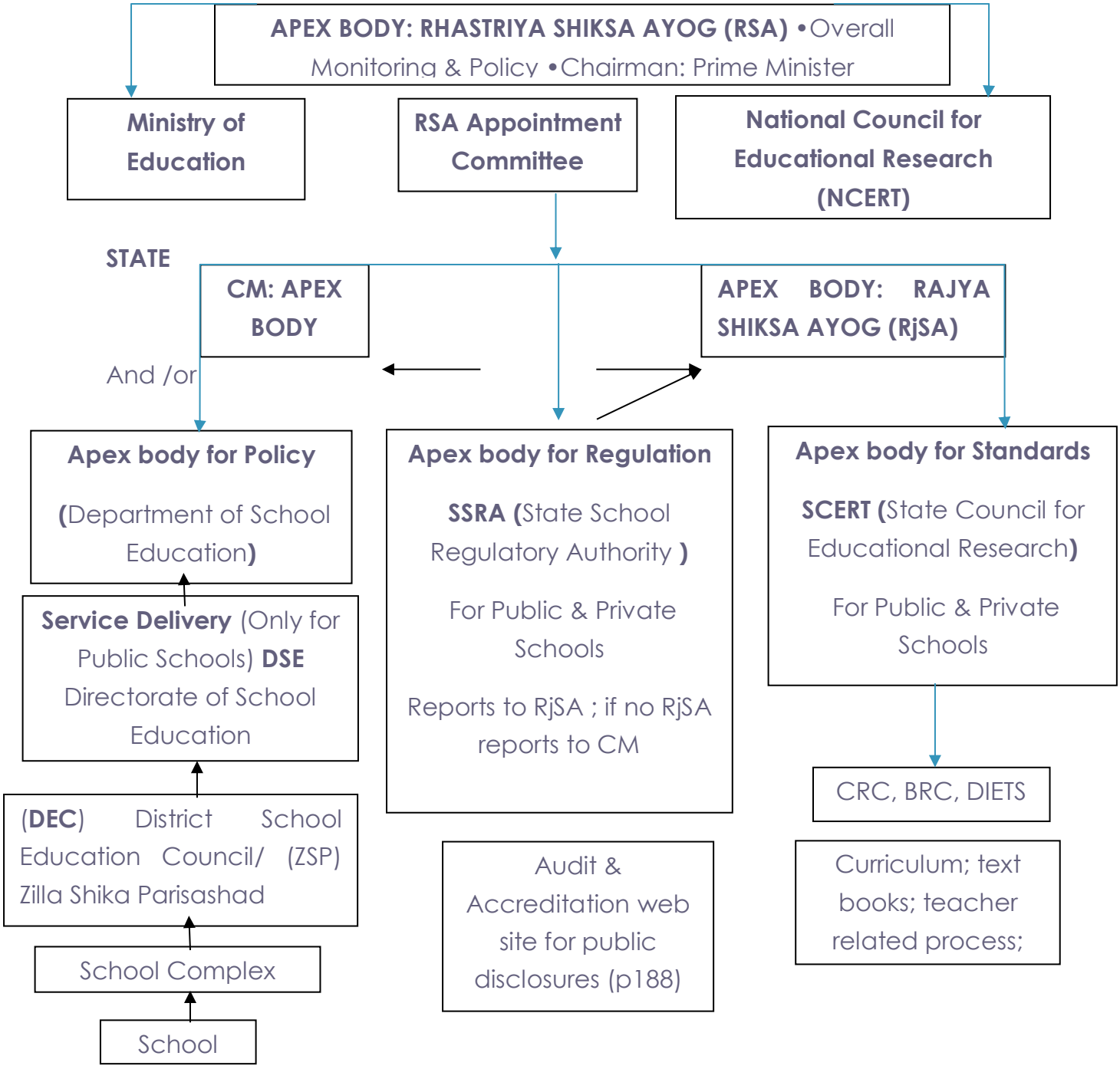
Objective: "Regulation must invigorate India's school education system. It must accomplish this by empowering schools and teacher trust, enabling them to perform at their very best, while ensuring integrity through transparency and full public disclosure."[8] "Regulation, provision of education, accreditation, funding and standard setting will be done by separate entities and that regulation will be kept at a minimum. This will eliminate conflict of interest and concentration of power."[9] "Planning at every level. Culture of rigorous planning and review will be established at all levels by the corresponding apex body."[10]

Proposal: Complete restricting and overhaul – key proposals include bringing education directly under the Prime Minister; dividing the functions of MHRD and the State Department of Education between separate apex bodies so that the functions of policy formulation, regulation, implementation of policy or delivery of services are delineated.



[8] Page 177.
[9] Page 32.
[10] Page 171, p. 7.6.4.

GOVERNANCE STRUCTURE



HIGHLIGHTS

1. Rashtriya Shiksa Ayaog (RSA)/ National Education Commission (NEC): Overarching institution; Mandate beyond MHRD; directly under the PM: "The Prime Minister can bring his/her authority to create necessary synergies and provide direction to this national endeavor, as part of the country's overall vision of a knowledge society."[11]
2. The three roles of policy making, provision/operation of education and regulation of education system: will be conducted by sperate independent bodies in order to avoid conflict of interest and concentration of power.[12]
3. If State sets up a RjSA, role of the Ayog and Department will be delineated and clearly separated.[13]
4. All governance structures to develop annual plan and all plans to be reviewed by corresponding apex governance bodies. RjSA or Department of School Education will lead planning and review process.[14]

STATE SCHOOL REGULATORY BODY (SSRA) KEY PROPOSALS[15]

1. Public and private schools regulated by same institution
2. Single Independent Regulator for each State: Quasi-judicial; 10-15 members (Chairperson and Board members appointed by RjSA or CM for 2 consequent terms of 6 years).
3. Reports to RjSA or to CM if there is no RjSA.
4. Will regulate on basic parameters of safety, security, basic infrastructure, number of teachers across subjects and grades; probity; sound processes of governance. (Not through current inspectoral approach.)
5. Regulatory framework created by SCERT for each State.

[11] Page 32.
[12] Page 178.
[13] Page 181, p. 8.1.2.
[14] Page 185.
[15] Pages 179, 180, p. 8.1.1 and p. 8.1.3, and page 181, p. 8.1.3 (c) & (d).

6. Accreditation, audit and power to withdraw recognition/approval to operate will be used to implement.
7. Transparent public disclosure of all regulatory information by the regulatory bodies and by the schools will be used extensively for public oversight and accountability and to help parents make informed choices and thereby become *de facto* regulators.
8. Public Grievance Redressal System & Public oversight: will set up an adjudicating body which will have offices across the State. If State has, or sets up Education Tribunals, this function can be done by the Tribunal.
9. Will develop and operate website for public disclosures.[16]
10. Emphasis on public disclosure and transparency "to ensure that public spirit of private schools are encouraged."

STATE COUNCIL FOR EDUCATIONAL RESEARCH (SCERT) KEY PROPOSALS [17]

1. Reports to Department of Education.
2. Standard and curriculum setting in the State, including State Curriculum Framework (SCF).
3. Lead by educationalist.
4. 'State Institute for Education Management and Training' (SIEMAT) of each State will work with SCERT focusing on capacity of education leaders (from principals to DSE officials).
5. Curriculum (including syllabus and textbooks must be aligned with the National Curriculum Framework (NCF).
6. Other academic support structures brought in, such as BRC/BIETS and DIETS, and they are to be staffed from amongst the existing teachers of the public system.[18]
7. Develop School Quality Assessment and Accreditation Framework (SQAAF).

[16] Page 188, p. 8.2.5.
[17] Page 183, p. 8.1.6 .
[18] Page 184.

8. Sets standards for teacher related processes such as recruitment, evaluation and assessment. Responsible for capacity building of teachers in the public school system.
9. Use Change Management Process to integrate CRC, BRC and DSE.

DEPARTMENT OF SCHOOL EDUCATION, DIRECTORATE OF SCHOOL EDUCATION (DSE) AND DISTRICT EDUCATIONAL COUNCIL (DEC): KEY PROPOSALS [19]

1. Department of Education: Operation and service provision for public schooling system improvement, functioning and operation (including schools run by municipal corporations and any other public authority).[20]
2. Responsible for educational outcomes but no regulatory oversight
3. Samagrah Skhiksha Abhiyan (which merges SSA, MSA, Teacher Education) will be merged/main streamed with the DSE.
4. DSE will ensure that all staff teachers and leaders undergo Continuous Professional Development done by SCERT.
5. Will implement policy using the SQAAF framework; but otherwise will be separated from and work independently of the apex body.
6. DSE and officials will not be involved in accreditation or school audits, but will provide time & resources for accreditation.
7. DSE/ or its officials will be held accountable for any "hinderance, disruption or misuse of accreditation process by their action or inaction."[21]
8. Change Management Process for DSE.
9. 1st officials such as DEO/BEO/Directors, Joint Directors review and revision of role description of officials at every level.
10. Officials to receive professional development and incentives for career progression.
11. Work to empower SMCs.

[19] Pages 181 and 182, p. 8.1.4 & p. 8.1.5.
[20] Page 182, p. 8.1.4.
[21] Page 188, p. 8.2.4.

12. Configure overall planning and management system of DSE from ground up and resource and academic planning via consolidation and analysis of State Development Plans (SDPs). SDPs to use the SQAAF framework.[22]
13. DSC: 15 - 20 members, including parents, teachers, principals, principals of DIETS, civil society members.
14. DSC is responsible for Educational Outcomes at the district level.
15. Supported by District Educational Council DEC, or Zilla Shiksa Parishad (with DEO as Executive Officer and Collector Chair).
16. Key functions include oversight of functioning and empowerment of schools and school complexes; coordination with other departments of the State: DWC/Health/Department of Higher Education; formulate mid-term and short term District Education Development Plan (DEDP on the basis of the School Development Plans and School Complex Development Plans).
17. Reports to the DEC.
18. All officials BEO to Directors revision of role description.

SCHOOL COMPLEX: CONCEPT & PROPOSALS

1. Single point of contact with government.
2. Semi-autonomous – to be given freedom by DSE to innovate within NCF & SCF.
3. Share community best practices & recourses (assigned by DSE) such as counsellors/ social workers/ technical & repair staff/remedial instructions.
4. Will have preschool center/anganwadi. Vocational & adult education center.
5. Teachers recruited to district – then deployed to school complex.
6. Each complex to have 80 -100 teachers.
7. Head of school approved by BEO & DEO endorsed by SMC.
8. Counselors – from career to mental health. Teachers & social workers also trained to counsel.

[22] Page 187 p. 8.2.1 (c).

9. School complex development plan (endorsed by BEO).
10. School Complex Management Committee (SCMC):
    a. Head teacher/principal of secondary school;
    b. + head teachers of all schools within complex;
    c. +1 teacher & 1 civil society member from SMCs of each of the schools;
    d. + members of other institutions attached to the school complex.
11. Short term & long term (3-5 years) finances given as per SDP.
12. Promotion & compensation of teachers & principals need endorsement of SMC.
13. Institutional facilities like libraries open all year, 8 hours a day.
14. Classroom to be used post school hours & holidays.
15. Special fund for integration of SEN children.
16. States may consider integrating CRCs with the complex.
17. CRCs may develop teacher learning centers.
18. Parents, key local stakeholders, SMC, SCMC & teachers: governance.

ADDITIONAL NEW COMMITTEES & AGENCIES

1. **Standing Committee on Coordination (SCC**): SCC established under the RSA will work towards formalizing integration of ECCC and education, bringing anganwadis into school complexes. [23]
2. **Special Task Force**: jointly constituted by MWCD, MHFW, MHRD: to transition ECC to MHRD and decide on who will be in charge of anganwadis. SCC established under the RSA will work towards formalizing integration of ECCC and education.[24]
3. **National Research Foundation (NRF)**: focus on funding research within the education system, primarily at colleges and universities.[25]

[23] Page 51, p. 1.3 and Page 165, p. 7.3.1.
[24] Page 165, p. 7.3.1.
[25] Page 30.

4. **National Institute of Educational Planning and Admission (NIEPA)**: to track students from educationally under-represented groups. Central Educational Statistics Division (CESD) will be set up within NIPEA to analyze data.[26]
5. **Central Educational Statistical Division (CESD)**: an independent autonomous entity with NIEPA for all data gathering, analysis and dissemination.[27]
6. **Indian Translation and Interpretation Mission** (with State counterparts) **(IITI)**: to be established as a constituent unit of existing national level institutions or Central University in collaboration with States.[28] IITI will have multilingual language experts from across the country to help promote all Indian languages. Through IITI all NCERT developments and textbooks, and nationally recommended teaching-learning materials will be made available in all major Indian Languages.[29]
7. **Autonomous body of experts**: innovative textbooks developed under public and private schemes will be approved by an autonomous body of experts nationally and at each state. Text books will be approved if they contain: [30]
    a. National core curriculum material;
    b. Any local material deemed necessary by States;
    c. Innovative presentations; and
    d. Correctness and accuracy.
8. **National Testing Agency (NTA)**: will serve as a premier expert autonomous testing organization to conduct entrance exams for admission and fellowship to HEI and will offer modular entrance exams multiple times each year in various subjects: objective so that most universities may use these common entrance exams rather than having universities use their own exams. The NTA will use subject experts, psychometrics and IT developers and security professionals to ensure

[26] Page 143, p. 6.1.5.
[27] Page 33.
[28] Page 102, p. 4.8.4.
[29] Page 103, p. 4.8.4.
[30] Page 103, p. 4.8.5.

high quality assessment.[31] The NTA will establish test centers across the country. Tests will be offered in as many languages as possible. (In the long run tests will be offered in all mediums of instruction offered by HEI in the country.)[32]

9. **Centers of Professional Development**[33]
10. **State Institute of Education Management and Training**: to work with the SCERT to focus on capacity of education leaders from school leader (principals) to highest DSE officials; to be led by an educationalist and reporting to the Department of Education.[34]
11. **National Database for Transgendered Children**
12. **Tenure Track System (for hiring teachers)**
13. **National Professional Standards for Teachers (NPST)**
14. **National Tutors Program (NTP)**
15. **Remedial Instructional Aides Program (RIAP)**

[31] Page 106.
[32] Page 109, p. 4.9.6.
[33] Page 128, p. 5.3.1.
[34] Page 183, p. 8.1.6.

BOARDS OF ASSESSMENT (BOA)

Objectives: "Boards of Assessment will not determine curriculum or syllabus of text books for any school in any way. All curricula of all schools including goals, academic content and process should be aligned with the NCF & SSCF. Boards of Assessments will not affiliate schools but will offer their services for schools and students to choose."[35]

Process: As part of the process to separate standard setting functions from assessment and examination functions – BoA's role is to concentrate on changing the nature/content of assessments, to changing the mode in which assessments are given (developing online assessments) to assisting teaching through creation of question banks. For the first time private-non-profit BoAs will be permitted, thereby making it possible for alternative schools, pathshalas, gurukuls, and madrassas to seek permission to have their own independent BoAs.

[35] Page 185.

TYPES OF BOARDS OF ASSESSMENT

Central	State	International	Private Not-for-Profit
Reports to MHRD/RSA appointee	Multiple BOEs Reports to DoE Tests competencies	Reports to MHRD/ RjSA appointee	Permission from MHRD or State DoE to start & Reports to them

BOARDS OF ASSESSMENT HIGHLIGHTS[36]

1. Each State can have one or more BoAs.
2. BoAs will conduct assessment for school leaving certificate.
3. NCERT will give guidelines for transformation of the assessment system.
4. Modular Approach: test basic learning/skill/analysis on core concepts, principles, critical thinking and other higher order skills in each subject.[37]
5. Board exams to be given in a range of subjects to encourage holistic development. Students exercise choice in the subjects they want to take Board exams depending on their interest.

[36] Pages105, 106, and 108, p. 4.9.5, and Page 184, p. 8.1.8.
[37] Page 105.

6. Practical assessed locally.
7. Multiple attempts must be permitted (minimum of two attempts per subjects) whenever students feel they can study and do better.
8. Minimum 24 assessments (3 per semester).
9. BoA examinations to replace school final exam.

Mandatory exams for each secondary student (24 core out of 41+ semester courses)

- 2 exams in math, science & vocational
- 1 in history, world history, knowledge of contemporary India, ethics & philosophy, economics, business communication, digital literacy/computational thinking, art, PE,
- 3 basic language proficiency + 1 Indian language at literature level
- Students decide 15 or more semester courses
- These assessed locally by school
- Subjects traditionally considered co-curricular tested by school
- Other subjects also available for BoA exams

ACCREDITATION & LICENCES

Objective: Accreditation of schools will be done by SSRA (and not Boards of Assessment) based on the School Quality Assessment & Accreditation Framework (SQAAF).[38]

Process: The touchstone for regulation will be the SQAAF. All regulatory provisions will include the SQAAF and all schools are required to comply with the SQAAF. The NEP 2019 identifies 6 basic SQAAF parameters. That said, a few parameters are stated in wide and undefined language such as "probity on all aspects of functioning" or "processes of governance"; thereby providing little clarity as to its implication.

HIGHLIGHTS

1. Developed by SCERT in consultation with stakeholders as per national guidelines of NIEPA & NCERT and incorporating learning from School Education Quality India, Shalla Siddhi (National Program on School Standard and Evaluation).
2. SQUAAF will be used to accredit, audit, license and guide regulation/ policy.
3. Accreditation will be through a self-accreditation process repeated every 3 years.
4. SMC+2 peer schools must endorse self-accreditation form for it to be valid.
5. Public scrutiny of all information and supporting documents for self-accreditation, endorsement, results of audit for all schools shall be

[38] Page 186, p. 8.2.1.

publicly and freely available. SSRA will develop and operate a public website where all information will be uploaded in the format determined by SSRA.[39]

6. SSRA to set up audit mechanism (through peer schools and other organizations) and use the SQAAF to conduct the audit.
7. All private and public schools to be audited once in 5 years.
8. Audit of self-assessment.

SQAAF Additional Parameters

- Processes for classroom transaction
- Methods of assessment and individualized lesson plans
- Process to enable teachers to work as a team
- Functioning of SMC
- Effect of professional development plan on teachers

SQAAF Basic Parameters

1. Safety & security of all within school
2. Essential infrastructure
3. Explicit statement of a curriculum that aligns with NCF/SCF
4. Number of teachers, student - teacher ratio, distribution against subjects and grades
5. Probity on all aspects of functioning
6. Processes of governance, including public and transparent and disclosure of all such regulatory information

9. SQAAF will be reviewed every 5 years.
10. **All new schools will require a "License to start a school (LSS**)."[40]
11. Basic parameters of SQAAF used by SCERT to develop LSS.
12. Additional parameters may be added.
13. LSS parameters reviewed every 5 years.

[39] Page 188, p. 8.2.5.
[40] Page 185, p. 8.2.2.

IMPACT

ALL SCHOOLS

Objective: "Giving schools the autonomy to do the right thing and to innovate is in general the best."[41]

Process: The question is how much autonomy remains when curriculum, syllabus, text books, pedagogy is prescribed. Some of the key proposals for all schools are highlighted.

1. Emphasis on incorporating Indian knowledge systems, ethical reasoning & moral values across all years.
2. Failure to make pubic disclosures or misrepresentation will lead to penal consequences for school & endorsers.
3. "Members of the public will be encouraged to use the grievance redressal system or any other system to highlight any misuse."[42]
4. "School .. full freedom to choose any curriculum as long as it is aligned to NCF & SCF."

PRIVATE SCHOOLS

Process: The role of the private school founder remains equated to that of a 'funder'; there is almost no role for the founder under the NEP 2019. The use of the word "philanthropic" replaces the more commonly used

[41] Page 191, p. 8.3.8.
[42] Page 189.

description of "charitable." The attempt of the NEP 2019 to hold public and private schools accountable to the same standards is noted and appreciated. That said extending legal obligations such as requiring private unaided institutions to have an SMC despite the decision of the Hon'ble Supreme Court, casts shade on the intent. Policy statements that refer to the "public spirit of private philanthropic institutions" and encourage the general public who are neither parents nor members of the school community to become *de facto* regulators requires further deliberation.

1. "Private Philanthropic" schools encouraged.
2. Public disclosures: SSRA web site + on school web site + hard copy: available to "any member of public."
3. Audit of accreditation.
4. Not permitted to use "Public" in school name – 3 yrs to change.
5. New schools must have the license (LSS) self-endorsed from local panchayat/ward; SMC & CA.
6. Financial disclosures same as section 8 company (under Companies Act, 2013).
7. Private school teachers also recruited via TETs & NTA exams.

INTERNATIONAL SCHOOLS

1. In addition to state BOAs, students at some schools may also have the option to be assessed by central BoAs or other (international) BoAs.[43]
2. Schools that opt for international boards will supplement their curricula suitably so that they are in line with the NCF/SCF (e.g. with regard to the 3 language formula and suitability covering art, music, history, philosophy, etc. with respect to the Indian context).[44]

[43] Page 184, p.8.1.8.
[44] Page 185.

MINORITY SCHOOLS

(Observation: the provisions of the NEP 2019 are for students from religious and linguistic minorities and not for minority "schools" *per se*.)

1. Linguistic minorities encouraged.
2. Special Education Zones for high population Muslim areas. Analogous Special Education Zones must also be dedicated in areas where there is underrepresentation in higher education among other minority or religious groups.[45]
3. Scholarships ("supply side interventions to incentivise Muslims and other educationally underrepresented minorities") to complete school education.[46]
4. Traditional and religious schools such as madrasas, gurukuls, pathshaalas, maktabs and religious schools form the Hindu, Sikh, Jain, Buddhist and other traditions may be encouraged to preserve their traditions and pedagogical styles, but at the same time supported to integrate into the NCF. Examples of initiatives include financial assistance provided to introduce subjects to attain learning outcomes for Grades 1-12; allowing students to appear for state board exams and assessments by the NTA.[47]
5. Minority status – "judicial exemptions granted by SC have been misused… will be stopped."[48]

ALTERNATE SCHOOLS

Alternative models of education such as gurukuls, pathshaalas, madrasas, and home schooling will be allowed. Other models for schools will also be piloted, such as philanthropic-public partnerships.[49]

[45] Page 151.
[46] Page 151, p. 6.5.1.
[47] Page 151 p. 6.5.2.
[48] Page 194.
[49] Page 71, p. 3.1.2.

COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE EXAMINATIONS (CISE)

CISE Current Affiliation Mandates	Impact of NEP Proposals on Affiliation Mandates
The School must obtain a No Objection Certificate (NOC) from the State Government for affiliation of the school to the Council.	Board of Assessments will not affiliate – therefore schools will not require to get an NOC
The school should be run by a Registered Society/ Trust/Company registered under Section 25 (1)(a) of the Companies Act, 1956 and one of the principal purposes of the Society/ Trust/Company must be Educational.	Still continues
Each school must have a properly constituted Governing Body and Managing Committee.	No reference to Governing Body and Managing Committee. Schools are required to have SMCs.
The Society/ Trust/Company should have financial stability.	Not covered in NEP
The medium of instruction in the school must be English and the scheme of studies must be in accordance with the scheme laid down by the Council for Secondary and Higher Secondary stages. Special importance must be given to English (including oral and aural English) for r which a high standard is required to be maintained.	The link between the medium of instruction and the BOA has not been stated/stipulated Scheme of studies will have to be as per the NCF/SCF 3 language formula requires Board exams for all three Quality of English not addressed.
The staff must be qualified and trained in accordance with the qualifications prescribed by the Council. They must be paid salaries at rates, including	Teachers qualification: B.Ed. Those without a B.Ed will be called Special Instructors. Salaries

CISE Current Affiliation Mandates	Impact of NEP Proposals on Affiliation Mandates
allowances, not lower than those prevailing in State Government Schools.	determined by SCERT/NCERT. 5 position within each stage
There should be a Compulsory Provident Fund Scheme.	Reference to the Maternity Benefit Act is made and creche's in schools are proposed. Other statutory benefits not addressed specifically.
The school infrastructure should be adequate for accommodating the numbers and gender of pupils attending the school.	Infrastructure details not mentioned. State to have a Space Design Committee; Infrastructural flexibility proposed.
The playing fields and/or other facilities for extra-curricular and co-curricular activities must be adequate. Special attention must be paid to physical education, art and music, though it may not be the intention to offer such subjects for the examination.	Extra-curricular and co-curricular activities will become part of regular curriculum m with learning outcomes and assessments. Music choices – Carnatic or Hindustani.
The equipment should be adequate to enable all subjects to be taught efficiently and must include apparatus for practical work. Where Science, Home Science or Technical subjects are offered for the examination, the premises and the apparatus and equipment must be approved by the Council. The school should have a well-equipped library for its pupils and staff.	Quality and quality of equipment not addressed. Public schools can tie up with local colleges and universities and use those facilities.
The number of working days and hours should conform to those prescribed by the Council from time to time.	NEP does not prescribe number of hours or days. In the context of school complexes – premises open after school and during holidays. Private school

CISE Current Affiliation Mandates	Impact of NEP Proposals on Affiliation Mandates
	curriculum is mentioned. Year wise requirements for certain subjects but no hours/days
The Certificate of Land is a mandatory document to be submitted electronically in a prescribed format for Provisional Affiliation. The format of the Certificate of Land can be downloaded from the link below and is required to be completed and signed by the district Magistrate/Tehsildar/Sub Registrar or any other registering authority.	These details will be addressed and formulated by the SCERT in line with the SQAAF. The License to operate application and all documents requires endorsement of Panchayat or local authority in addition to endorsement by SMC and peer schools
ICSE will ensure a general education and all candidates are required to enter for six subjects (and Socially Useful Productive Work.	3 exams per semester. No SUPW or equivalent.
ICS presupposes a school course of ten years duration (Classes I-X).	Presuppose a school starting at pre primary
Private candidates are not permitted to appear for the examination.	Home schooling recognized and Pathshalas gurukuls, madrassas recognized permitted to do board exams/assessments

The NEP 2019 does not comment on the effect the proposals on the BOA Structure will have on the current Board structure of the CBSE.[50]

In terms of current function of the CBSE, the effect of the proposals will be as follows.

Function	**Current CBSE role & responsibility**	**Impact of NEP 2019 proposals**
Affiliation	Granting affiliation to institutions; laying down qualifications for teachers; constituting inspection panels; suggestions, additions or alternatives in Affiliation Bye-laws	Will no longer perform these Affiliation Roles and Responsibilities or provide additions or alternatives in Affiliation Bye-laws .
Curriculum	Coordination of the recommendations of the Subject committees; Revision and updating of Curriculum documents, Policies relating to Academics, Training and Innovation. Introduction of new subjects as Elective, preparation of textbooks and supplementary material as required.	Will no longer coordinate, revise, update any curriculum documents, policies relating to academics, training and innovation.
Examination	Appointment of paper setters and moderators; Fixation of maximum/	Examination will be as per framework determined by NCERT and SCERT. Details of

[50] The Board functions under the overall supervision of the Controlling Authority which is vested with the Secretary (School Education & Literacy), Ministry of Human Resource Development, Government of India. The Board has various statutory committees which are advisory in nature. The Governing Body of the Board is constituted as per its rules and regulations. The recommendations of all the committees are placed for approval before the Governing Body of the Board.

Function	Current CBSE role & responsibility	Impact of NEP 2019 proposals
	minimum pass criteria/marks; Duration of examinations; Special permission and exemption cases etc.	the functioning of the BOA not provided.
Finance	Revision of rates of fees; Payments for work pertaining to examination/ affiliation	No proposals on this issue.

LANGUAGE

1. Indian Sign Language (ISL) to be standardized across the country and national and state curriculum to be developed for hearing impaired. Local sign language to be respected and taught as well, where possible and relevant.[51]
2. Indian languages must be heavily promoted in and with a new vision (recommended that interaction between people in India be conducted in languages native to India).[52]
3. English must also be available and taught in a high quality manner at all government and non-government schools. The emphasis should be on functionality and fluency. Meanwhile the medium of instruction and depth of study of literature arts and culture in the Indian context should be conducted and explored to the extent possible through local language/mother tongue and other Indian languages.[53]
4. 3 language – starts from foundational stage.
5. Foreign languages offered only in secondary school.

[51] Page 81, p. 4.5.4.
[52] Page 82.
[53] Page 82.

6. Between grades 6-8: every student: 1 year course on "Languages of India."
7. All students/all schools – 2 years of classical language in grades 6-8.
8. Sanskrit offered at all levels of school & higher ed – on par with schedule 8 languages.
9. The NEP states that English is a language of the colonists and current elite and that it has created an unnatural aspiration of parents for their children to concentrate on learning and speaking languages that are not their own.[54]

CURRICULUM NCERT & NCF

1. Strengthen National Teachers Portal (DIKSHA), will have a special section of high quality resources in foundational literacy and numeracy collated from across the country. [55]
2. Curriculum and pedagogical structures will be reconfigured to make them responsive and relevant to developmental needs and interests of learners.[56]
3. Suggested curriculum and pedagogical stages will inform the development of National and State curriculums and teaching-learning strategies at each stage, but not necessary to make parallel changes in physical infrastructure.[57]
4. Develop holistic learning; move away from rote memorization.[58]
5. Reduce curriculum content (reference to 1993 MHRD Yashpal Committee report "Learning without Burden" and NCF 2005): move to more enjoyable, holistic, experiential and analysis based form of learning. Focus on key concepts and essential ideas. Interactive teaching-learning.[59]
6. Delay specialization.[60]

[54] Page 82.
[55] Page 60, p. 2.4.
[56] Page 75.
[57] Page 76.
[58] Page 76.
[59] Page 77, p. 4.3.1.
[60] Page 78, p. 4.4.

7. No hard separation of content in terms of curriculum / extracurricular or co-curricular areas. NCERT will prepare syllabuses and textbooks as per NCF to incorporate these subjects (yoga, sports, dance, music, drawing, painting, sculpting, pottery making, woodworking, gardening and electric work) into the national curriculum.[61]
8. Prepare The Languages of India one year long course.[62]
9. NCF 2005 revised and updated by end of 2020.[63]
10. National Textbook and local material- teachers have choices in the text books they employ.
11. High quality textbooks material developed by NCERT/SCERT additional text books would be funded by public-private partnerships and crowdsourcing. Experts to write at cost prices, high quality text books.[64]
12. NCERT textbooks revised and contain only essential core material in each subject. In addition to core "may prepare supplementary units."[65]
13. "All textbooks will aim to have a national and Indian flavor as well a local flavor where possible/desirable.[66]
14. Innovative text books will be available to teachers and students at minimal cost, i.e., at the cost of printing.[67]
15. NCERT to give guidelines for transformation of the assessment system to align with the NCF 2020. Focus on formative assessment, i.e., assessment of learning.[68]
16. Framework for National Assessment Survey (NAS) will be decided by NCERT.[69]
17. States may conduct a census based assessment of student learning at the class and school level similar to the NAS, called State Assessment Survey (SAS) for grades 3, 5, and 8. SAS results to be available transparently to teachers, students , their parents, the SMC and the

[61] Page 78, p. 4.4.2.
[62] Page 86, p. 4.5.12.
[63] Page 101, p. 4.7.1.
[64] Page 101, p. 4.8.
[65] Page 102.
[66] Page 103, p. 4.8.3.
[67] Page 103, p. 4.8.5.
[68] Page 106.
[69] Page 195, p. 8.5.1.

community. Data from SAS, with name of students removed, may also be used for research purposes.[70]

18. NAS and SAS must not be used to evaluate/grade individual teachers, students and/or schools and they should not be used for tracking or labelling individual students, schools or school complexes. Surveys will not publicly release information about any specific student, teachers or schools or their socio-demographic characteristics. Identification of students with learning difficulties, developmental challenges and other kinds of support should be carried out within schools and must involve teachers and parents, and must be done sensitively.[71]

STUDENTS

1. Course on **Indian Knowledge Systems** – elective in secondary school.
2. Grades 7-8: 1 period a week: 1 session course: critical **issues facing communities** in the world.
3. Grades 9-12: 1 period a week: Critical issues continued + **current affairs.**
4. **Once a month min: DA of learning** in all domains.
5. **3 language** – starts from foundational stage.
6. Foreign languages offered only in secondary school.
7. Between grades 6-8: every student: 1 year course on "**Languages of India.**"
8. All students/all schools – **2 years of classical language** in grades 6-8.

PARENTS

1. Parents will be asked to meet teachers at least twice every year and even more if they want/need to.[72]
2. Teacher to give homework to be completed with parental collaboration (to develop parental involvement in child's education).[73]

[70] Page 195.
[71] Page 196.
[72] Page 163, p. 2.12.
[73] Page 163, p. 2.12.

3. Traditional role of families to be strongly supported.[74]

TEACHERS

Objective: "Empowerment & autonomy are preconditions for accountability – a threatening environment is the nemesis of sustainable quality." "Teachers are accountable to students, parents, community and public at large for what they are doing and not doing for education in schools."[75]

1. No non-teaching activities.
2. Teachers transfers halted – fixed 5-6 year term.
3. Types of teachers: B Ed / Special instructor.
4. 50 hours CDP p.a. / teachers + management.
5. By 2030 – teachers to have B Ed degree.
6. Substandard standalone TEIs across country shut.
7. 5 promotional levels at each stage.
8. Each promotional level preset range of salary.
9. 3 years probation.

TEACHER TRAINING INSTITUTIONS

1. The integrity of teacher education cannot be attained without first shutting down this (private owner) practice.[76]
2. 'Standalone' teaching colleges – generally do not have the capability of proper teacher education that include a full range of content across fields.[77]
3. Career progression cross stages: conditional.

[74] Page 48.
[75] Page 129, p. 5.4.5.
[76] Page 115.
[77] Page 115 and Page 121.

SCHEDULE CASTE COMMUNITIES & OTHER BACKWARD CASTES

1. Department to upskill and recruit teachers; scholarships will be offered to the best students and IAs form SC and OBC communities to enter teacher education programs and become teachers.[78]
2. Easy read material translated into local spoken local language will be used in early grades to initiate children into learning. Such material will be prepared locally under the supervision of BITE/DIET faculty or other academic coordinators.[79]

URBAN POOR

1. Focus on educational access with increased support from social workers and counsellors.[80]
2. Some parts of the curriculum will be redesigned to help students from urban poor families, including on matters of health and safety, clean drinking water, substance abuse, etc. The curriculum will be designed to maximize health and safety, opportunities for learning and the future security and productivity of children from urban poor families.[81]

TRIBAL COMMUNITIES

1. Inclusion of tribal knowledge systems in curriculum and textbooks in regions where such knowledge holds greater relevance. [82]
2. Tribal Communities[83] – relevant education.[84] Contextualizing curriculum and incorporating tribal knowledge. Scholarships same as above. Provide learning material in local tribal languages. Ministry for Tribal Affairs and Education Department to work together along with

[78] Page 184, p. 6.3.1.
[79] Page 184, p. 6.3.2.
[80] Page 152, p. 6.6.1 and 6.6.2.
[81] Page 153, p. 6.6.3.
[82] Page 99, p 4.6.9.2.
[83] Page 149.
[84] Page 149, p. 6.4.1 .

coordinators at the State level and tribal dominated districts (members to be chosen from the specific tribal community).[85]

TRANSGENDERED

1. Education of transgender children.[86] Schools/School Complexes encouraged to create a plan in consultation with transgender students regarding use of their name and access to rest rooms and other spaces corresponding to their gender identity.
2. Curriculum and textbooks reoriented to additional issues related to transgenders.[87]
3. Directorate of Education in the State as well as NCPCR / SCPCR along with active involvement of civil society groups and social workers will be sought to ensure that all transgender children receive quality education.[88]

SPECIAL NEEDS

1. Recognition of rights and opportunities under various laws reiterated: right to free and compulsory education under RTE Act, Persons with Disabilities Act 2005, National Trust Act. Under RTE – free and compulsory either until completion of elementary stage of school education, or till 18 years. RTE Act also provides parents of children with severe and profound disabilities the right to opt for home based education.[89]
2. NIOS will develop module to teach ISL and to teach other basic subjects using ISL.[90]
3. Each school complex to have adequate number of special educators with cross-disability training.[91]
4. Scholarships for differently able.[92]

---

[85] Page 150, p. 6.4.2.
[86] Page 153, p. 6.7.
[87] Page 153, p. 6.7.1.
[88] Page 153, p. 6.7.2.
[89] Page 155, p. 6.8.5.
[90] Page 155, p. 6.8.6.
[91] Page 155, p. 6.8.7.
[92] Page 156, p. 6.8.8.

5. CWSN will continue to be mainstreamed in neighborhood schools up to grade 12.[93]
6. Financial support to schools / school complexes for integration of CWSN.[94]
7. Physical access to schools for children with special educational needs / barrier free structures, ramps. Handrails, disability friendly toilets, suitable transport.[95]
8. Individual Educational Plans, assistive devices, tech tools, teaching material, functional and formal assessment and appropriate educational placement.[96]

CHILD PROTECTION/SAFETY AND CHILD RIGHTS

[Observation: Provisions on child protection covered in chapter 8 under Regulation and Accreditation of school education and education of girls under chapter 6 on inclusive and equitable education are almost identical.]

1. Zero tolerance approach for any breach of child rights will be adopted to ensure physical and emotional safety of children.[97]
2. Framework and guidelines for ensuring school safety and security for girls will be developed and made a part of the eligibility condition for a school education institution for recognition and registration.[98]
3. Every principal and teacher will be made aware of the provisions of relevant Acts, Rules, Regulations relating to child rights by including a module in the teacher training program and refresher courses.[99]
4. Self -learning online programs on child rights will be developed for the benefit of students, teachers and parents.[100]

[93] Page 154, p. 6.8.1.
[94] Page 154, p. 6.8.2
[95] Page 154, p. 6.8.3.
[96] Page 155, p. 6.8.4.
[97] Page 196, p. 8.6.
[98] Page 196, p. 8.6.1.
[99] Page 196, p. 8.6.2.
[100] Page 196, p. 8.6.3.

5. Credible mechanisms for students to report breach of their rights and appropriate actions to be taken against perpetrators will be developed and implemented in collaboration with the local police.[101]
6. The Adolescent Education program and National Population Education program will be integrated into the curriculum of schools in a phased manner. Adolescent Education will be included in pre-and in-service education of secondary school teachers.[102]
7. School and school complex counsellors and social workers will be trained to confidentially advise parents and teachers on adolescent problems faced by growing children.[103]
8. All educational institutions and affiliated officers will be mandated to conduct awareness sessions on gender issues / POCSO / Prevention of Child Marriage Act / Maternity Benefit & POSH.[104]
9. Guidelines for ensuring school safety and security for girls will be developed and made a part of the eligibility condition for institutional accreditation.[105]
10. Female toilets and regular stock of menstrual hygiene products.[106]
11. Up to date information for each student will be maintained in the National Repository of Educational Data (NRED). "While some education indicators will be common to all URGs, specific indicators may be tracked for particular groups. National Institute of Educational Planning and Administration (NIEPA) will devise an appropriate mechanism to track students from educationally URGs.[107] (Data protection is not addressed.)

STATE

1. Plan of alignment & functioning will be developed by SCERT.

[101] Page 196, p. 8.6.4.
[102] Page 196, p. 8.6.5 & p. 8.6.6.
[103] Page 196, p. 8.6.7.
[104] Page 147, p. 6.2.5.
[105] Page 147, p. 6.2.3.
[106] Page 147.
[107] Page 143, p. 6.1.5.

2. Each state – Committee of cognitive scientists, ECC experts, artists & architects to design spaces for ECC centers.
3. State to prepare cadres of professional educators for ECC & Continuing Professional Development.
4. Award certificated to peer tutors & volunteers.
5. Enter into bilateral agreements with other states to hire language teachers.
6. Text books to be made available in all regional languages – priority.
7. SCERTS to prepare textbooks per: NCERT core material + NCERT supplementary material + any other material reflecting local area).
8. SCERT may edit / supplement / rewrite syllabus with respect to co-curricular activities e.g., yoga, sports, dance, music, wood work, gardening.
9. Vocational courses determined at district level.
10. Special Education Zones for disadvantaged & underrepresented groups.
11. Central government will support extra investment & per-child expenditure in the ratio of 2:1 for each rupee spent by State in these zones.
12. State may conduct census based assessment similar to NAS developed by NCERT.
13. All states to adopt a tech based system for choice-based CPD – track each teacher.

ADDITONAL PROPOSALS

(In alphabetical order)

Curriculum

1. School Prep Module: prepared by NCERT starting 2019, all grade 1 students to do a 3 month long "School Prep Module" before starting Grade 1 syllabus.
2. There should be no extra-curricular and co-curricular activities – all activities must be considered curricular, including sports. Yoga, dance, music, painting, sculpting, pottery making, woodworking, gardening

and electric works; as part of empowering students through flexibility in course choices.[108]

3. Pre-vocational orientation at elementary stage. All students to take vocational courses which will be an integral part of formal curriculum. Areas of emphasis will be identified – at district level and schools will be provided adequate infrastructure and resources to deliver vocational education.[109]
4. In addition to incorporating ethical reasoning and ethical moral and values throughout school curriculum, a one year course on ethics and moral reasoning will be required for all students sometime between Grade 6-8.[110]
5. Innovative Text Book Awards public and private scheme to give incentives or prizes to authors for excellent textbooks for given subjects, levels and regional languages.[111]
6. New BOA permitted by MHRD or Department of Education through a preannounced transparent criteria. Private not for profit BOA which may be entirely independent only with oversight by Department of Education or MHRD is permitted. Universities may also start BOAs.[112]
7. Establish a system of centrally funded topic-based residential summer programs across the country in various subjects for students with singular interests and talent.

Equity & Inclusiveness

1. Criteria for assessing equity and inclusiveness for all schools will be developed and given adequate oversight during accreditation or self-evaluation processes.[113]
2. MHRD ultimate responsibility (governance) for ensuring equitable educational opportunities and State / UT Department / Ministries of Education.[114]
3. Alternate pathways for recruitment of teachers from URG will be developed such as "recruitment followed by training"[115]
4. Pupil-Teacher ratio in URG not to be more than 25:1[116]
5. Equity and inclusiveness to be institutionalized.[117]

---

[108] Page 79, p. 4.4 & 4.4.2.
[109] Page 79, p. 4.4 & 4.4.2.
[110] Page 98.
[111] Page 103, p. 4.8.5.
[112] Page 184, p. 8.1.8.
[113] Page 142, p. 6.1.4. (a).
[114] Page 144, p. 6.1.8.
[115] Page 142, p. 6.1.3 (b).
[116] Page 142, p. 6.1.3 (c).
[117] Page 142, p. 6.1.4 (b).

Financial assistance

1. Single window system for financial support.
2. Scholarships will be offered to best students and IAs from SC and OBC communities to enter outstanding teacher education programs.[118]
3. Single national agency or "single window" system for applying for financial support for students form URG. Data will be linked to NREO while ensuring privacy and dignity are maintained.[119]

Food and nutrition

1. Introduce breakfast in addition to midday meals (expansion of mid-day meal program). Expenditure on morning and midday meals to be linked to food cost and inflation in order to ensure quality food is served.[120]

Higher educational institutions linkages

1. Every B Ed program affiliated to 10-15 schools where student-teacher internships would take place.[121]
2. Support to the local schooling system will be a part of the mandate of all HEI.[122]

Infrastructure

1. "Learning Space Design" – new schools to be constructed with these designs (made in consultation with leading educators, cognitive scientist, artists and architects).[123]

Remedial instructions

1. One-on-one peer tutoring:[124] establish prestigious peer tutoring positions for all school subjects to improve learning outcome.
4. Member of local communities can hold remedial classes to groups of students as per their level during or after school under guidance of teachers.[125]

Language

1. Sanskrit textbooks at Foundational and Middle School level may be written in simple standard Sanskrit. (SSS)

---

[118] Page 148, p. 6.3.1.
[119] Page 143, p. 6.1.6.
[120] Page 58, p. 2.1.
[121] Page 134, p. 5.5.1.
[122] Page 166.
[123] Page 125, p. 5.2.1.
[124] Page 57.
[125] Page 57.

2. Make other classical languages also widely available Tamil, Telegu, Kannada, Malayalam, Odisha, Pali, Persian and Prakrit.[126]
3. All students in all schools private and public, will take a two-year course of classical languages of India in Grades 6-8.[127]
4. Students who have taken Sanskrit in the 3 language formula may opt for an additional modern or classical Indian language, or literature classes.[128]
5. Three language formula to start at Foundational Stage onwards.[129]
6. Foreign languages offering only in secondary school as electives: "Because of the need for excellent translators in the country, once aspect of teaching foreign languages will include translation exercises between Indian and foreign languages."[130]
7. Smaskriti Bharat & Alliance Francaise can be used as model and adapted to other languages if desired to teach.[131]
8. Every student in the country will take a fun course on "The Languages of India" sometime between Grade 6-8, created by NCERT together with SCERT and language experts.[132]
9. Sanskrit will be offered at all levels of school and higher education as one of the optional languages on par with all Schedule languages.[133]

Special Education Zones (SEZs)

1. Certain regions of the country with large populations from underrepresented groups should be declared as Special Educational Zone (SEZ).[134]
2. PTR not more than 25:1 in URG.[135]

Sports

1. Joint sport activities and competition between schools within the school complex and across school complexes encouraged.[136]

Students

1. Pupil-Teacher ratio under 30:1 at every school.[137]

---

[126] Page 87, p. 4.5.15.
[127] Page 87.
[128] Page 88.
[129] Page 83, p. 4.5.5.
[130] Page 84, p. 4.5.10.
[131] Page 85, p. 4.5.11.
[132] Page 86, p. 4.5.12.
[133] Page 87.
[134] Page 139.
[135] Page 142, p 6.1.3 (c).
[136] Page 92, p. 4.6.41.
[137] Page 63

2. All students to have proficiency in languages and develop following skills:[138]
    a. Scientific temper;
    b. Sense of aesthetics and art;
    c. Languages;
    d. Communication;
    e. Ethical reasoning;
    f. Digital literacy;
    g. Knowledge of India; and
    h. Knowledge of critical issues facing local communities, stats, the country and the world.
3. All students at all levels to have regular periods of yoga, ,atrial arts, dance, gardening, and more in accordance with local availability of teachers & facilities.[139]

Teachers

1. Employ more locals and females.[140]
2. Social workers to be hired to school complexes.[141]
3. Can hire retired teachers as language teachers in case of shortage.[142]
4. Local artists and crafts persons will be recruited and utilized in schools for short term demos to full-fledged classes.[143]
5. Teachers will not be allowed any longer to conduct government work that is not directly related to teaching (except for rare events that do not interfere with their classwork); in particular teachers will not be involved in electioneering, cooking of midday meals and other strenuous administrative tasks[144] (that said, a few pages later the NEP states "aside from minimum Supreme Court directives related to election duty and conducting surveys teacher will not . . .").[145]
6. Flexible modular approach to CPD for teachers; multiple formats, part-time, evening, blended, online and full time by Department of Education or University or Center for Professional Development.[146]
7. Teachers to complete 50 hours of CPD training per year.[147]
8. Tenure Track System for hiring teachers – 3 years probationary/tenure track period followed by performance based confirmation.[148]

---

[138] Page 90.
[139] Page 92, p. 4.6.4.1.
[140] Page 58.
[141] Page 64, p.2.16.
[142] Page 79, p. 4.5.7.
[143] Page 90, p. 4.6.2.4 and page 95, p. 4.6.6.1.
[144] Page 118.
[145] Page 126, p. 5.2.
[146] Page 128.
[147] Page 127, p 5.3.1; 5.3.2.
[148] Page 130, p 5.4.1.

9. Same salary structure and standard service conditions form Foundational stage teacher to Secondary school teacher.[149]
10. No career progression related incentive to move from being teacher in early stage to later stages (though career move across sages will be allowed provided teacher has the desire and qualification for such a move.[150]
11. Maternity Benefits Act will be implemented to provide creche facilities for educators.[151]

Technology

1. IT based grievance system visible to the public.[152]
2. Autonomy.[153]

Transport

1. Transport: (a) Bicycles to older children especially girls (b) school buses (c) organized walking groups (d) paid walking escorts or transport allowance for younger children, girls & CWSN (e) cycle rickshaws in rural areas.

Funds

1. Funds should be made available for transportation of teachers to take their students to circles or clubs when not taking place in their school.[154]
2. National residential summer programs for secondary school students in various subjects will also be funded with a rigorous merit-based admission system to attract the very best students with singular interests and/or talents.[155]
3. The very best performers in India would be funded to attend International Olympiads in various subjects.[156]
4. Partnerships between governments, colleges, and universities and philanthropic organizations will be established to fund and establish merit-based scholarships for outstanding students to enter teaching profession.[157]

---

[149] Page 130, p 5.4.2.
[150] Page 130, p. 5.4.2.
[151] Page 146, p. 6.2.2.
[152] Page 174.
[153] Page 174, p. 7.7.5.
[154] Page 110.
[155] Page 110, p. 4.10 and page 111, p. 4.10.3.
[156] Page 111, p.4.10.4.
[157] Page 121, p 5.1.1.

5. State governments will prioritize funding to ensure that every school complex has a full complement of teachers at the level of the complex and on a shared basis at individual schools.[158]
6. Number of B Ed scholarships with guaranteed employment in each geographical region will be determined based on data collected during teacher requirement planning.[159]
7. Center and state governments on a priority basis will allocate funds for the design, development and maintenance of infrastructure and resources.[160]
8. A special National Fund will be created specifically for providing scholarships and developing resources and facilities for students from URG.[161]
9. Gender Inclusion Fund under GOI.[162] Two funding streams – Formula Grants – available to States to implement priorities determined by Central Government. Discretionary Grant – enable States to support community based interventions based on a comprehensive independent needs assessment. Portion of grant to be used to conduct due diligence on community based organizations and provided them with targeted technical assistance.
10. Children with Special Needs: School complex to be given suitable funds to integrate child into school. A special fund will be created for this activity in collaboration with the Rehabilitation Council of India.[163]
11. One time funding will be allocated to upgrade schools when school complexes are being created. Subsequently school complex will be given budgets to maintain infrastructure.[164]

RTE

[158] Page 124.
[159] Page 124.
[160] Page 125, p. 5.2.1.
[161] Page 143, p. 6.1.6.
[162] Page 145, p. 6.2.1.
[163] Page 165, p. 7.3.3.
[164] Page 168, p. 7.5.2.

1. This policy envisages a comprehensive and detailed review suitably amended and/or government may consider comprehensive legislative enablement of this policy.[165]
2. Extension of RTE Act 2009 to include ECC through secondary school education (Age 3 to 18/ Foundational Years to full Secondary Stage).[166]
3. Physical and infrastructural requirements in RTE reduced; mandates will be adjusted and loosened.[167]
4. Clause 12(1)(c) will be reviewed. If not amended, RTE will be implemented through a transparent, common public platform; all schools require funding guaranteed; grievance through SSRA grievance redressal system; misuse of certain specific provisions / clauses of RTE will be stopped by effective enforcement, administrative and legislative measures. Enforcement and administrative measures – will be to curtail inflation of admission numbers etc., and legislative measures will be on judicial exemption granted by Supreme Court.
5. Schools such as gurukuls, madrasas, pathshaalas, home schools, alternative schools will be allowed and enabled to deliver quality education and participation in the education system (e.g. in BOA).[168]
6. Specific norms will be developed so that a wide variety of school can be recognized.
7. No detention up to Grade 8 – remedial measures through support programs such as NTP/RIAP.[169]
8. Better provision for third party assessment of student learning in all schools including private schools.[170]

Legislative Impact

1. Legislation: e.g., RTE.
2. Polices – reservation/ minority exemptions.
3. Finance: Budget/ sec. 8 disclosures .

---

[165] Page 192.
[166] Page 192, p. 8.4.1.
[167] Page 193, p.8.4.2 (comment: the effect of this dilution may be beneficial only to pathshaalas, gurukuls, etc.).
[168] Page 195, p. 8.4.2 (d).
[169] Page 195, p. 8.4.2.
[170] Page 185 p.8.4.2

4. Executive – new accreditation systems.
5. Legal –separate quasi-judicial regulatory body.
6. Impact assessment.
7. Age to education reduced to 3.
8. Co-locate/integrate pre primacy centers: reconfiguration of govt. departments
9. KEA and state and central legislations amended.
10. Redesign curriculum.
11. Science studies to become bilingual.

ADDITIONAL INFORMATION

EXAMPLES OF DATA POINTS USED

1. Gross Enrolment Ratio (GER) in 2016-17 for:
    a. grades 1 to 5 was 95.1%
    b. grades 6 to 8 was 90.7%
    c. grades 9 to 10 was 79.3%
    d. grades 11 to 12 was 51.3%

   Indicates 6.2 crore children of school age (between 6-18 years) were out of the school in 2015.[171]
2. Problem of access: in 2016-17 for every100 primary schools/sections in India, there were about 50 upper primary schools/sections, 20 secondary schools/sections, and only 9 higher secondary schools/sections.
3. "[S]ince independence, the economic elite of India have adopted English as their language; only about 15% of the country speak English, and this population almost entirely coincides with the economic elite (compared with e.g. 54% of the Indians who speak Hindi)". "Furthermore, the elite often use English (whether deliberately or inadvertently) as a test for entry into the elite class and for the jobs that they control."[172]
4. "[M]ost Nobel Prize winners in science report being able to think and speak about science in more than one language." Therefore, teach

[171] Page 65.
[172] Page 82.

science bilingually to students whose medium of instruction is local / home language.[173]

5. There are approximately 17,000 teacher education institutions in the country, of which over 92% are privately owned. Various in depth studies including Justice J S Verma Commission (2012) show that large proportions of these teaching colleges are not even attempting to provide good education, instead many are functioning as commercial shops.[174]
6. According to government data, the country faces over 10 lakh teacher vacancies. Pupil-teacher ratios are therefore even larger than 60:1 in certain areas.[175]
7. India has near universal enrolment of children in primary schools. Gender parity has been achieved and the most disadvantaged groups have access to primary schools. Establishment of primary schools in every habitat across the country driven by SSA. According to U-DISE 2016-17 data nearly 28% of India's public primary schools and 14.8% of India's upper primary schools have less than 30 students. Average # of students per grade in the elementary school system (Grade 1-8) is about 14 with a notable proportion even below 6.[176]

INDIA'S HERITAGE

1. References:[177] Swami Vivekananda, scholars such as Chakra, Sasruta, Aryabhata, Bhaskaracharya, Chanakya, Patanjal, and Panini.
2. Incorporate Indian stories poetry, songs in the ECCE curriculum and pedagogical framework to impart sense of local relevance, sense of identity and community.[178]
3. "Despite the rich expression and scientific nature of Indian language, there has been an unfortunate trend in schools and society towards English as a medium of instruction and conversation. Logically speaking ,

[173] Page 84, p. 4.5.8.
[174] Page 114-5.
[175] Page 115.
[176] Page 157.
[177] Page 26.
[178] Page 48.

of course, English has no advantage over other languages in expressing thoughts. Moreover, Indian languages are very scientifically structured and do not have unphonetic, complicated spellings of words and numerous grammatical exceptions; they also have a vast and highly sophisticated ancient, medieval, and modern literature in the Indian context, as a consequence they have a certain home-feel and "apanapan" quality in the Indian context, making them easier, more relatable and more relevant for children.[179]

4. "It is recommended that in interactions between people within India be conducted in languages native to India; thus Indian languages must be heavily promoted again and with new vigor."[180]
5. Excerpts from works of great Indian authors, classical and modern, in all Indian languages translated into medium of instruction will be incorporated throughout the curriculum. "Inspirational writing of India": incorporate in classes of philosophy, writing, ethics, history.[181]
6. Where relevant history-changing Sanskrit writings to be incorporated into various school subjects.[182]
7. Incorporate throughout school curriculum: ethical reasoning and moral principles and values. Ethical and moral principles and values such as patriotism, sacrifices, nonviolence, truth, honesty, peace, forgiveness, tolerance, mercy, sympathy, equality and fraternity.[183]
8. Incorporation of ethical and moral principles and values of seva, ahimsa, swachata, satya, nishkam, karma, tolerance, honesty, hardwork, basic social responsibility.[184]
9. Lessons from Indian literature and people of India.[185]
10. Indian contribution to knowledge and the contexts in which they were discovered must be incorporated in to school curricula for more holistic

[179] Page 81.
[180] Page 82.
[181] Page 86, p. 4.5.13.
[182] Page 87, p. 4.5.14.
[183] Page 96, p. 4.6.8.1.
[184] Page 96, p. 4.6.8.2.
[185] Page 97, p. 4.6.8.7.

nature of traditional Indian approach which leads to deeper understanding.[186]

11. A course on Indian Knowledge System (one previously designed by NCERT) available as an elective to students in secondary school.[187]
12. Effective governance and management of individual school within school complex best through SCMCs and SMCs. Approach in tandem with Indian overall commitment to local governance. Panchayati Raj and other local self-governance institutions.[188]

[186] Page 99, p. 4.6.9 and p. 4.6.9.1.
[187] Page 99, p. 4.6.9.3.
[188] Page 171, p. 7.7.