

## School Education

### Key Goals and Drivers

- Create a '**National Vision Document 2030**' for school education which is aligned with higher education, vocational education and skill development with a fresh and a contemporary outlook. The 'Education Policy' must call for a paradigm shift in our approach to education that focuses on preparing citizens of tomorrow.
- **Public expenditure on school education (including midday meal scheme, Sarva Shiksha Abhiyan, etc.) should be increased to 4.5% of GDP.**
- The Right of Children to Free and Compulsory Education (RTE) Act, 2009 lays down **Pupil Teacher Ratio (PTR)** at primary level as 30:1 and at the upper primary level 35:1, however, in the current scenario, a large number of schools have a fairly high PTR giving a grim picture about the delivery of quality education to students
- **Develop a credible Third-Party Rating Mechanism for schools** both for government and private sector. This shall motivate schools to improve their quality.
- **Create a national level campaign to lift the profile of teaching profession** in line with what is done for defence services. Consider setting up an Indian Institute of Education (IIE) a Centre of Excellence at National level and at least ten at Regional Level for preparing world class teachers and initiate a national level campaign to lift the profile of teaching.
- **Create PPP models to unlock under-utilized national assets.** Support of private sector/NGOs should be encouraged to enhance performance of poorly performing public and private schools and a financially viable PPP model for the same can be devised. This could work as hub and spoke model, leveraging the strength of performing school to mentor non-performing schools in the vicinity

FICCI Recommendation	Core issue that FICCI needs to address on priority	Which current Law / Rule /Programme has to change to support this outcome	What specifically can the new Minister do to enable this	What are the new initiatives that could be taken up
<i>Ease of Doing Business</i>				
Attract credible private investment into school education	By 2030 the number of school going children is estimated to be 300 million. With India poised for higher growth anchored on a knowledge economy, a low current public spend of 2.9% of GDP for such a young demography is not enough. With this growing demand, we need greater supply of quality schools in the country to scale up both quality and choice	<p><u>Attracting capital inflow:</u> Permit breaking the structure of existing schools into Prop-Co and Op-Co. 'Prop-Co' owns the land and building and 'Op-Co' runs the schools. 'Prop-Co' could give the land and building to the 'Op-Co' thereby leveraging the real estate to raise low cost long term capital through REIT's (Real Estate Investment Trust (REIT) and InVIT's (Infrastructure Investment Trusts).</p> <p>Make available long tenor funding – 10-15 years for projects up to 50 cr and 15-20 years for projects above 50 cr</p> <p><u>Standardised and balanced framework for fee regulation</u> –Govt. of Uttar Pradesh has taken the lead through a consultative process with key stakeholders including FICCI ARISE and come up with a balanced and</p>	<p>Define lending to educational institutions as '<b>Priority Sector Lending</b>' and charge interest at sovereign rates</p> <p>Maintain a standardised and balanced code for regulation and encourage other States to emulate the model followed in by Govt. of Uttar Pradesh</p>	<p>Self-financed independent schools should be allowed to recover fixed cost/return on capital</p> <p>Initiate a standardization drive in K-12 across all verticals starting from fee regulation to curriculum to</p>

		<p>progressive Uttar Pradesh Self-Financed Independent Schools Fee Regulation Act 2018, other States to adopt this framework and have such an enabling legislation in place</p> <p><u>Right to Education Act 2009</u>  Section 12(1)C (25% Reservation for Economically Weaker Section)</p> <ul style="list-style-type: none"> <li>○ Adequate Compensation of school fee: 85% of the applicable fee</li> <li>○ Actual compensation for books, resources and uniforms</li> <li>○ On the lines of Direct Benefit Transfer (DBT), providing vouchers to the community</li> </ul>	<p>Consider making the suggested amendments in RTE and fast track implementation process</p>	<p>pedagogy. Best practices both at national and international level must be adopted and contextualised to the local needs</p> <p>The State Govt and Aided Schools should be filled first and only if they are not enough should the private schools be considered  <i>(Encourage Karnataka/Himachal Pradesh/Punjab Models in other states)</i></p>
<i>National Mission for Teacher Development</i>				
Teacher as a 'facilitator' and 'lifelong learner.' Improve quality of teachers and create a cadre for school leaders.	Shortage of high-quality teachers: Lack of opportunity for continued professional development; straight jacketed approach with near absence for experimentation and innovation; low salary levels compared to other professional	<p>Reform the B Ed &amp; M Ed programs, DIETs and SCERTs to inculcate a focus on learning outcomes.</p> <p>Set-up an Indian Institute of Education (IIE), a Centre of Excellence at the National level and at least ten regional level for preparing world class teachers.</p>	<p>Create a national level campaign to uplift the profile of teaching profession in line with what is done for defence services.</p> <p>Create pathways for mid-career switch for professionals to take up teaching by developing alternative recruiting criteria</p>	Create a national bursary to sponsor teachers for programs and courses in India and overseas to enhance their skills and knowledge.

	careers etc. fail to attract the best and the brightest			
<i>Benchmarking in School Education</i>				
Robust third-party evaluation mechanism for schools to be developed	There does not exist any scientific and objective system to ascertain the quality of schools. Rankings/ratings done by various media houses are perception based and do not provide accurate reviews	Currently, NABET has been doing accreditation of schools for a decade, however, this effort needs to be strengthened and scaled up	Recognize and promote ratings of schools as a tool to benchmark quality of education  Provision of graded academic, financial and administrative autonomy for top rated schools	This third party evaluation mechanism to be made popularised for State Governments to adopt
<i>Public Private Partnership</i>				
Financially viable PPP models to leverage private sector strengths	A large number of both public and private schools do not meet the minimum standards of quality in terms of both soft and hard infrastructure	Several models are running in the country. Imperative to identify prototype models that can be adopted by other states.  Under Section 12C of RTE Act 2009: On the lines of Direct Benefit Transfer (DBT), providing vouchers to the community would empower them to choose a school of their choice and would also lead to healthy competition among state and private schools	Identify low performing schools and create a bucket for offering them to private sector on PPP in the form of a Hub and Spoke model; A hub or performing school to mentor the low or non-performing schools	FICCI ARISE and Govt. of Haryana have jointly launched Project Hum Saarthi a program to catalyze quality transformations in the government school system, it offers a framework for one on one pairing of govt. schools with well performing independent schools, this model could be

				replicated in other states as well
<i>Vocational Education in Schools</i>				
Create academic and career pathways for vocational education in schools	The current system, does not allow students to demonstrate the full range of skills, talents and focuses more on rote learning	<p>CBSE has introduced vocational courses which must be expanded to the State Boards</p> <p>Implementation of NSQF to be strengthened</p> <p>Credit transfers / Learning pathways to be developed</p> <p>Industry engagements need to be strengthened</p>	<p>Curriculum, pedagogy, assessment and examination to be in sync with each other and the changing industry needs</p> <p>Time bound national skill qualification framework adoption plan to be rolled out</p>	<p>University pathways and credit points for school programs to be framed</p> <p>Industry partnerships to be enhanced for tailored relevant programs [esp. with MSME]</p> <p>Create nationwide awareness on skills based programs through parents seminars and principal walk through sessions</p>
<i>Safety and Security of Students in Schools</i>				
There is a need for a consolidated standardised framework for Safety in Schools at National Level	There are multiple guidelines and checklists issued by several authorities at central and state levels that overlap or contradict with each other due to lack of a consolidated child protection framework	Some of the recent incidents in Private and Govt. Schools have instilled fear among children, parents and school fraternity at large. While laws around safety such as POCSO, JJA and POSH etc. have been enacted by the legislature, there are multiple guidelines and checklists issued that are often overlapping and contradictory. There needs to be uniformity in guidelines for safety	FICCI ARISE has studied various legislations, guidelines and checklists issued by various authorities, tested them in real ground situation and has come out with a comprehensive manual and toolkit for child safety in schools which MHRD and NCPCR could consider adopting as national framework	A multi-stakeholder consultative process to be carried out for finalising this consolidated framework in a time bound manner

