



National Education Policy 2020: Effective School Governance

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The Context

- **Goals of School Education: Universal Access and Quality Education leading to learning by all children.**
- **By and large, universal access already achieved as a result of several programmes like DPEP, SSA, Samagra Shiksha.**
- ***RTE Act 2009* provides a legal mandate for bringing all children of 6 to 14 years to schools.**
- **Providing quality education continues to be a challenge.**

Quality Education

- **Quality education is concerned with holistic development of learners- Cognitive, affective, and behavioural changes.**
- **Factors such as physical space in schools, teaching-learning resources, classroom processes, teachers and their training, involvement of community, etc.**
- **NEP 2020 recommends experiential learning (integration of arts, sports, story telling, ICT in teaching-learning process).**
- **This calls for adequate number of students and teachers in a school.**

Challenges to Quality Education

- Large number of small schools.
- Less than 30 students in 28% primary and 14.8% upper primary schools (U-DISE 2016-17).
- Average number of students in grades 1 to 8 is about 14.
- Large number of single teacher primary schools.
- Multi-grade and multi-subjects teachings.
- Integration of key areas such as music, arts and sports not getting prominence.
- Non-availability of labs, sports equipments, library books in small schools.

NEP 2020: School Complexes/Clusters

- **NEP recommends to group the schools by 2025 by State/ UT governments into school complexes**
- **To ensure adequate number of counsellors and teachers for all subjects**
- **Ensuring adequate resources (lab, art, sport equipments)**
- **Developing a sense of community among schools to overcome isolation**
- **Soliciting cooperation among schools for CWD**
- **Devolving decision making to group of schools**

Structure of School Complex

- **One secondary school**
- **All other lower grade schools**
- **Anganwadis**
- **Schools in a radius of 5-10 kms**
- **School Complex Management Committee for governance, monitoring, support, innovations**
- **SCMC will consist of all school heads, selected teachers, representatives of local community, students, parents, etc.**

Functions of School Complex

- Purpose is decentralisation of power to bring in improved and efficient governance of schools at the cluster level
- Directorate of School Education will devolve authority to school complexes and will be treated as semi-autonomous units
- DEO and BEO will interact with school complex
- School complex treated as single unit and will be given autonomy to perform certain tasks
- All schools will be gain strength and contribute towards making complex stronger
- Autonomy towards providing integrated education, to experiment with pedagogies/ curriculum in line NCF/SCF

Development of School/ Complex Plans

- Short and long term plans to be developed by clusters
- Schools will develop their plans involving clusters, which will form basis of SCDP
- SCDP will be created by principals and teachers of complex and SCMC
- Plan will include human, learning, physical, financial resources, improvement initiatives, school culture initiatives, teacher development plans, and educational outcomes.

School Complex Development Plan

- **DSE will endorse and confirm SCDP of each school complex**
- **DSE to provide resources (financial, human, physical, etc.) to achieve SCDP**
- **DSE and SCERT will share specific norms (financial, staffing, etc)**
- **Will also share frameworks for development of SDP and SCDP with all schools.**

Other Measures

- **Pairing of one public school with one private school across the country for learning from each-other and sharing of resources**
- **Documentation and sharing of best practices**
- **Establishing Bal Bhavans where children visit once a week to partake in art-related, career-related, and play-related activities.**
- **Celebrating foundation day of the school**
- **Unutilised infrastructure of the school to be used for social, intellectual, volunteer activities for community and promote social cohesion**
- **May be used as “Samajik Chetna Kendra”.**

Implications

- **Decentralized planning and decision making at the cluster level**
- **Availability and sharing of physical and human resources within the cluster**
- **No isolation of schools; rather, community of schools to support each-other**
- **Integration of art, sport, story-telling, ICT, etc. in the teaching-learning process.**
- **Availability of counsellors and implementation of vocational education in all schools through complex.**
- **No physical dislocation/ closure of schools.**
- **A win-win situation for all.**



Thank you