Vision for School Education 3.0

A Discussion Paper

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Contents

Foreword

Can we assure 21st century learners that our schools are educating them for the future when our systems are still anchored in 20th century policies and we continue to practice principles of teaching and learning of the 19th century?

Since independence, India has made phenomenal progress in providing access to education, which is reflected in the substantial increase in GER. Between 2000-01 and 2013-14 GER has increased steeply from 81.6% to 97% at elementary level. The level of learning outcomes and the dropout rate after the elementary level, however, leave much to be desired. While we are still grappling with putting numeracy and literacy on track, the world has moved on. Today, we are in the Industry 4.0 era where technological innovations and artificial intelligence have become the order of the day. Solutions are offered through robotics, automation, cloud computing, 3D printing, Internet of things, machine-to-machine and human-to-machine learning.

Generations do not pause growing, and given the current demographics of our country, a radical course correction is needed with an utmost sense of urgency. Only then would India be able to accomplish its missions of Make in India, Start Up India and Digital India and offer a young, competent and productive workforce to this otherwise ageing world.

With the world changing into a more coherent global entity, the contours of knowledge are expanding and exploding in a manner that conventional disciplinary boundaries are fast becoming a hindrance in the pursuit of knowledge. We need to reimagine our curriculum framework and make it dynamic – one that acknowledges a fluid and flexible structure of subject boundaries.

The educational framework needs to recognize the "holistic" nature of knowledge and respond accordingly by providing not just heaps of facts and information but also wisdom to sift the chaff from the grain. This calls for reimagining our assessment systems to ones that do not merely evaluate the skills of storing and retrieving, but also the ability to use tools of critical thinking and rational inquiry.

Education for tomorrow must hone the learner's ability to become a co-creator of knowledge rather than being just a passive receiver. We need to thus reimagine a student to become a lifelong learner, one who carries the acumen and desire to learn, unlearn and re-learn at all spectrums of life.

We need to reimagine the physical spaces of our schools and transform them into "maker spaces." Major investments would be required to set up schools that are 21st century ready and upgrade the existing ones.

Source: http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/EFA-Review-Report-final.pdf

21st century classrooms require 21st century teachers. We need to reimagine a teacher who plays the role of a learning facilitator and who remains a learner, too. To achieve this, we need to make faculty development a national mission and create a cadre for school leaders. We need to rightfully glorify and make teaching one of the most noble and aspired professions for the best and the brightest.

In terms of student enrolments, both the government and the independent sector are more or less equally divided. To achieve this tall vision in short time it is crucial that both these sectors align, collaborate and also compete. Radical outcomes require radical and systemic changes. There is a need to reimagine the existing heavily regulated and restrictive system to one that offers an enabling and facilitative policy framework that incentivizes and promotes good performers and challenges low performers. "Perform or perish" should be the rule of the game. The framework should promote the highest standards of governance and transparency based on principles of self-regulation to achieve our Prime Minister's vision of "minimum government, maximum governance."

Through this vision document, we reimagine new paradigms that would create pathways for school education that focus on creating capabilities powered by inclusivity, inquiry and innovation. Such education and schools will produce 21st century learners who are ready to take on, adapt to and succeed in this rapidly changing world.

Mr. Prabhat Jain,
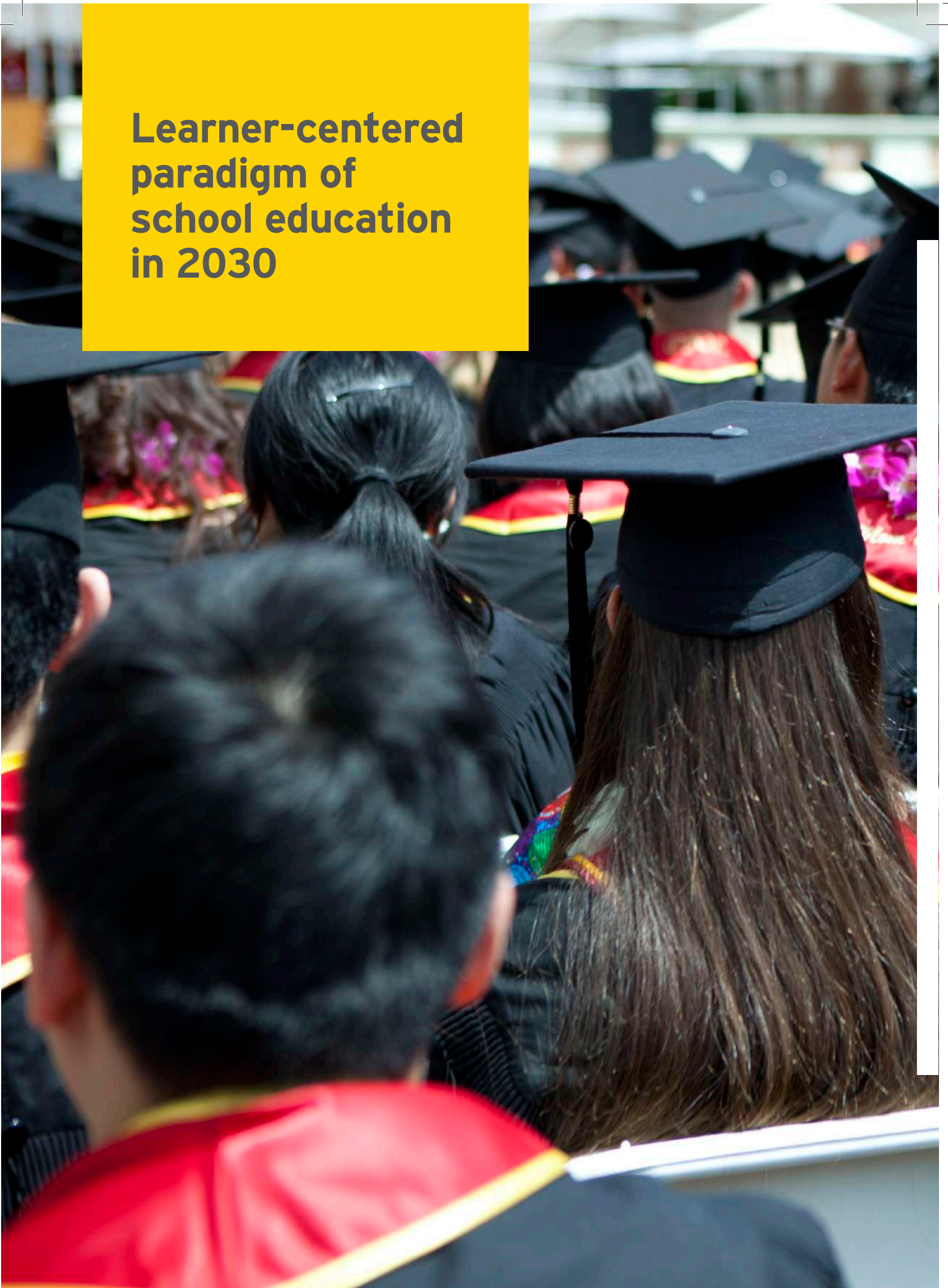Chairman
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Learner-centered paradigm of school education in 2030

Differentiated governance

Optimal infrastructure

Inclusive

Bouquet of choices

School

Digital enablement

Dynamic curriculum

Real-world skills

Regulators

Curriculum and pedagogy

Learning to learn, unlearn and re-learn

Community engagement

Student

Easy access to all

Industry exposure

Streamlined and transparent process

Regulators

Involvement of parents, friends and networks

Facilitators

Visionary school leaders

Teachers as learning facilitators

Professional working environment

Adequate support staff

Promoting self-regulation

To chart out the path of transformation for the Indian school education system, it is essential to be cognizant of the challenges of today and consider corrective actions across the entire ecosystem.

Vision 2030 for the Indian K-12 education system
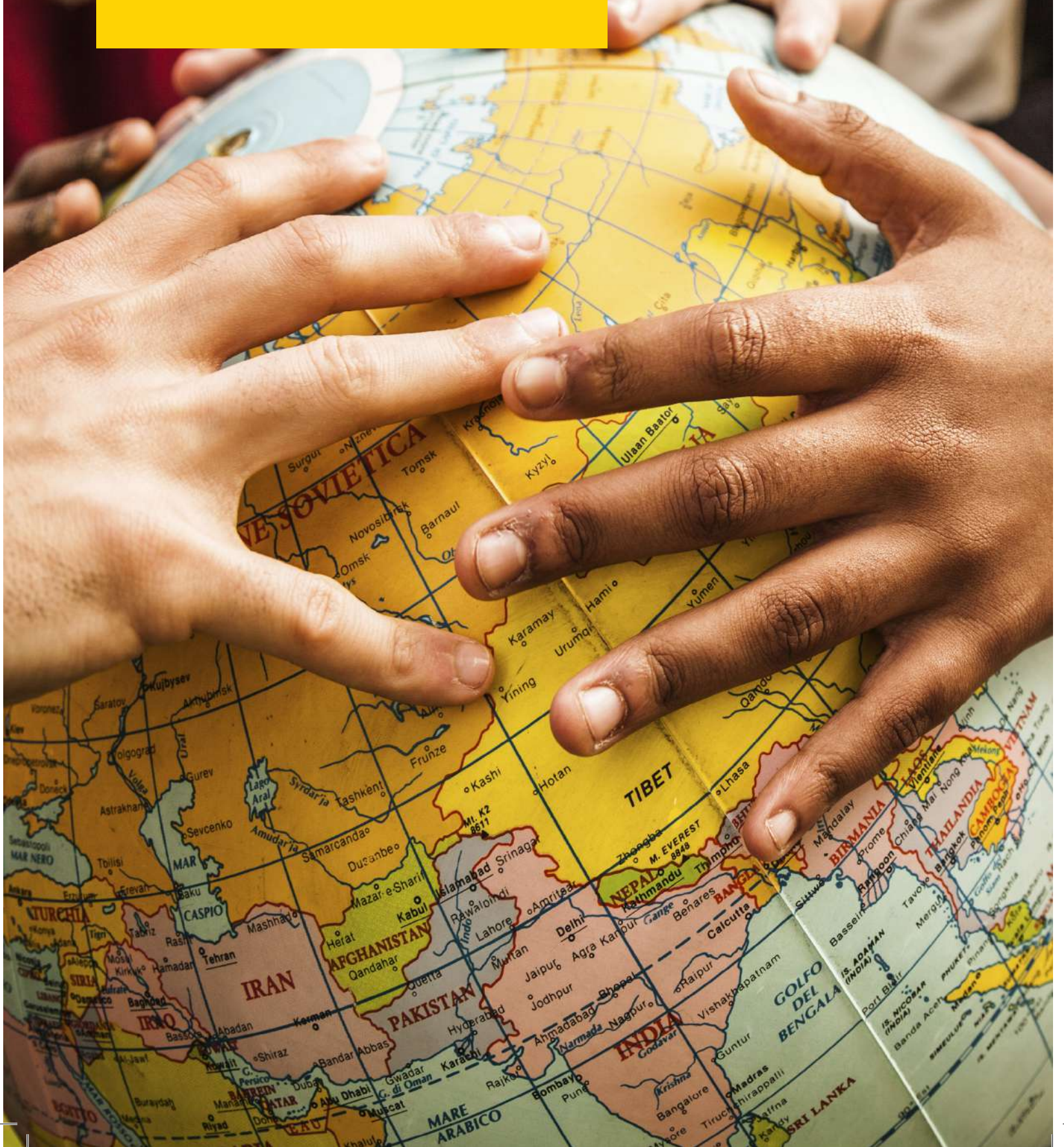
The desired state cannot be achieved through incremental steps. The need of the hour is a radical approach that leads to a complete mind-shift in policy and regulatory framework to bring exponential change. Over the past two decades, India has experienced the benefits of liberalization in several sectors such as healthcare, roads, telecom and automobiles. It is high time that the education sector should also see substantial reforms. We wish to transform our education sector by 2030 with the following vision:

> **"Creating global productive citizens empowered with high-order thinking, reasoning and problem solving skills who are emotionally equipped and carry the ability to seamlessly adapt to disruptive change and become positive contributors to the world around them"**

1 Access and equity

▶ Every student of school going age is going to school

▶ No disparity in academic outcomes of socially challenged groups

2 Quality

▶ Regular teacher training and development

▶ Outcome focused teaching practices

▶ Optimal school infrastructure

▶ Teaching an aspirational career

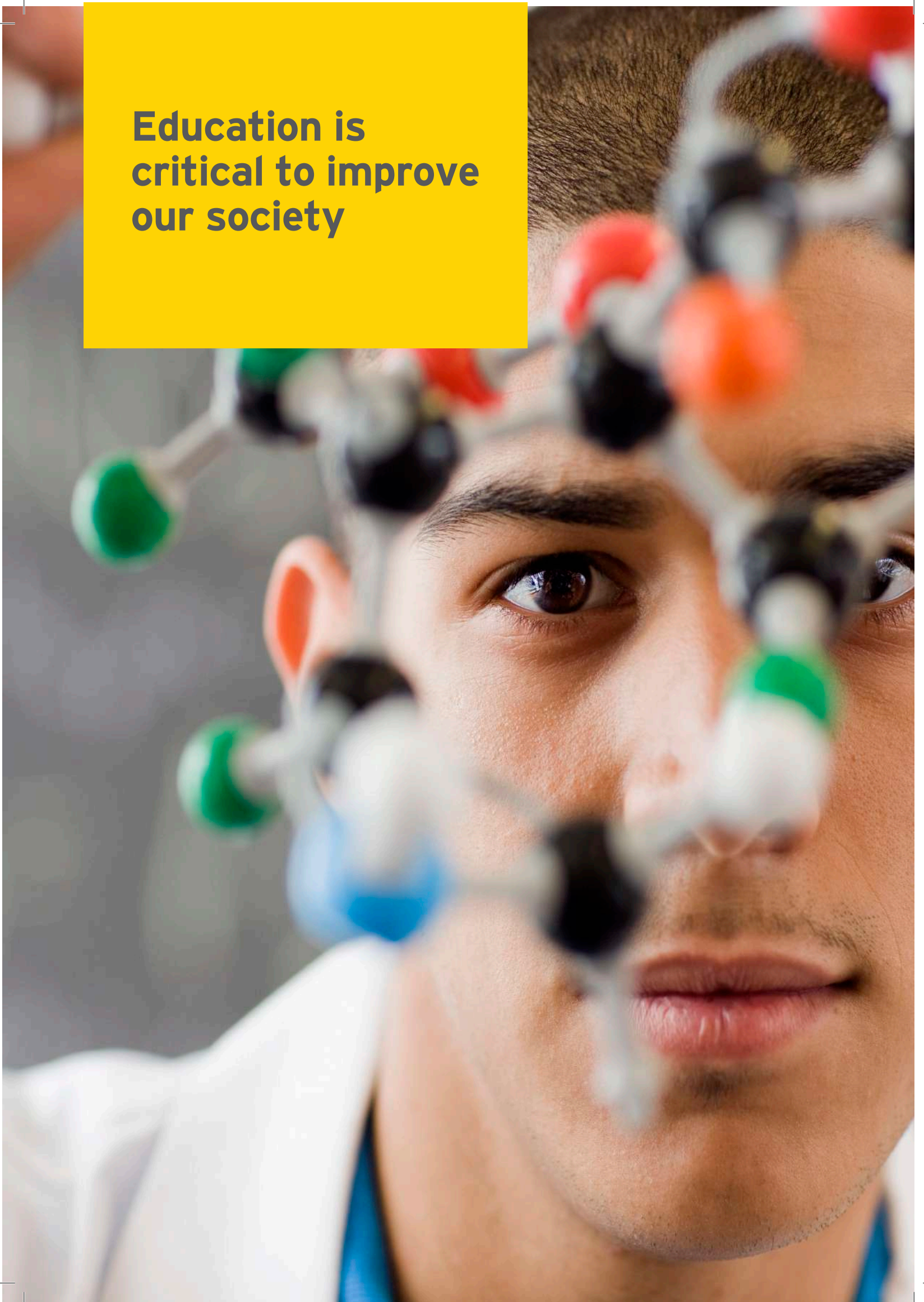Governance

Access and Equity   Quality

Relevance

3 Relevance

▶ Learner centric paradigm of education

▶ Personalized learning paths for students

▶ Innovation and experimental learning

▶ Alignment with societal needs

4 Governance

▶ Differentiated and facilitating regulatory framework

▶ Output-based regulations while encouraging self-disclosure

▶ Visionary school leadership

▶ Engaged community
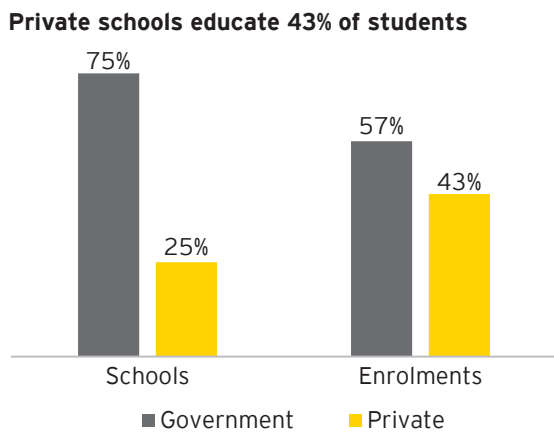
**Education is
critical to improve
our society**

A well-educated workforce is the key to a nation's prosperity. With initial stages of education providing literacy and laying the foundation of skill sets, higher education facilitates research and development and the diffusion of technologies. Education is an important building block for India with 39% of our population (~472 m) below the age of 18[1] – realizing the potential of this future workforce rests on the performance of Indian education system.

The current Central Government envisions to make India the next manufacturing and technological hub of the world through initiatives such as Make in India and Digital India. This requires the development of a highly productive workforce equipped with globally relevant skills.

Moreover, investing in the development of innovative and industrious human capital not only improves the earning capability of an individual but also enhances the social well being of the surrounding communities. Hence, a dynamic education system imparting robust skills and knowledge is essential for driving economic growth as well as for the development of a knowledgeable society.

Efforts are already in progress to revamp the higher education system of the country, but reforms in the K-12 education system are lagging.

India has considerably enhanced its GER but, as per World Bank, still lags behind the average GER of upper middle income countries due to lower secondary and tertiary enrolments.

Secondary and tertiary enrolments need to improve			
Education Level	2015		2005
	Upper middle income countries	India	India
Elementary	105.4%	97%	93.5%
Secondary	93.1%	78.5%	51.7%
Tertiary	43.8%	24.3%	12.6%

Sources: U-DISE report; AISHE report; The world Bank, UNESCO institute of statistics

India must continue its efforts to push for further improvements in GER as secondary education is essential for the development of our knowledge-driven economy.
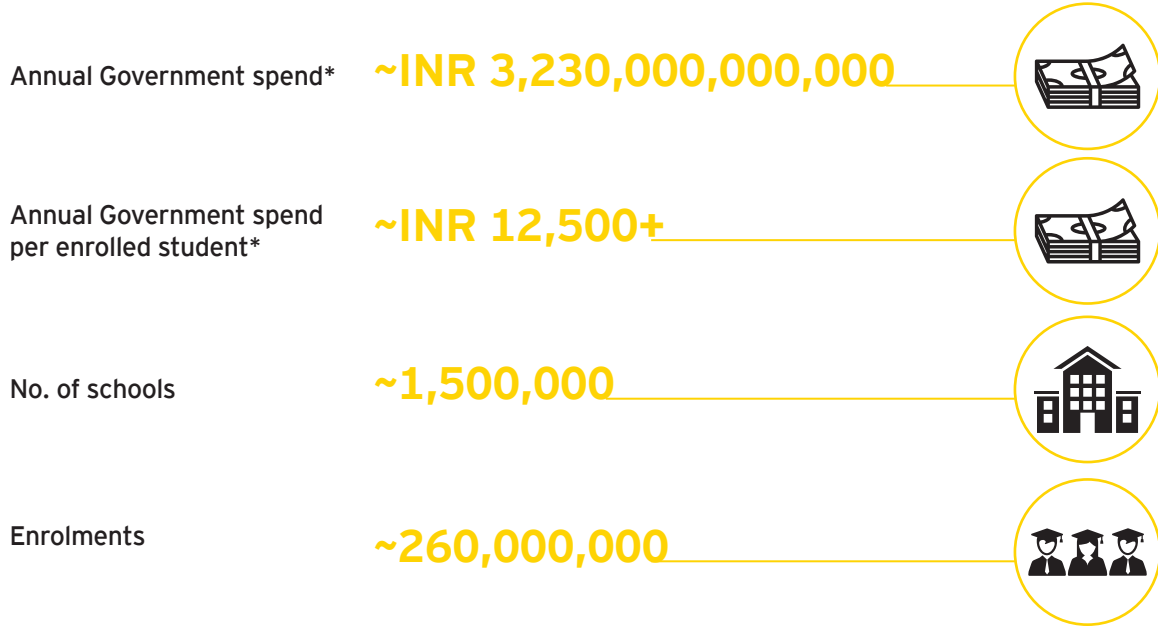
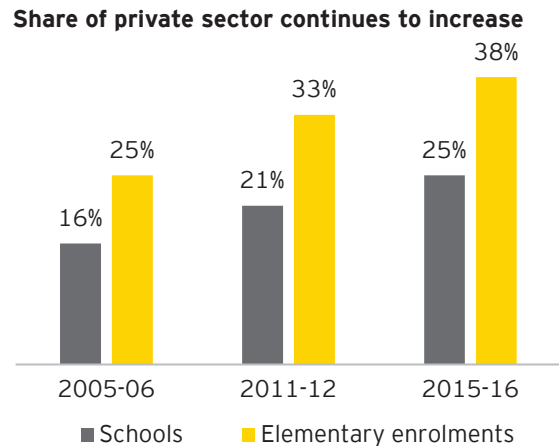Indian education system is unique where the private sector plays a significant role

The Indian school education system is one of the largest in the world, with ~260 million students. It is governed by both state and central bodies, being a concurrent subject in the Indian constitution. Even though broad common directions are provided by the national policies, the states run their school systems independently, leading to the existence of different ownership structures and affiliating boards.

Indian school system

Annual Government spend*	**~INR 3,230,000,000,000**	
Annual Government spend per enrolled student*	**~INR 12,500+**	
No. of schools	**~1,500,000**	
Enrolments	**~260,000,000**	

Private schools educate 43% of students

Source: U-DISE report 2015-16

Share of private sector continues to increase

Source: U-DISE reports of respective years

Comparatively, world average for enrolment in private institutions is lower – 13.4% in primary and ~25% in secondary schools

However, there are several challenges plaguing the Indian K-12 educational system limiting the holistic development of the learners. Transformation is required across the identified four levers (i.e., access and equity, quality, relevance and governance) to achieve Vision 2030.

Source: U-DISE report; World Bank Database, MHRD report
* Figures corresponding to FY 14

1

Access and equity

Key challenge: Low spend on education; high drop-out rate

India, with its "Sarva Shiksha Abhiyan, 2001" and "Right to Education Act, 2009 has imposed legal obligations on both the central and state governments to provide elementary education to every child between the age of 6 to 14 leading to better access. At the same time, equity in opportunities for traditionally disadvantaged cohorts has also improved.

But India's spend on education is highly disproportionate - public spend on education amounts to ~5.2% of the world's cumulative public spend, but the country is home to 20% of the population in the target group*. Unfortunately, low investment has resulted in several challenges leading to a steep drop in the GER with increasing education levels

Increasing enrolment of girls per 100 boys
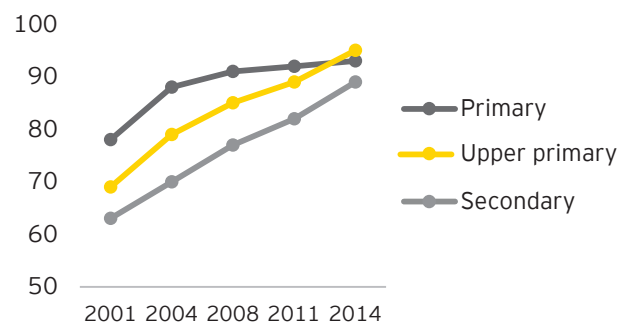
Source: EFA Review report, 2014

Expenditure on education as a percentage of GDP
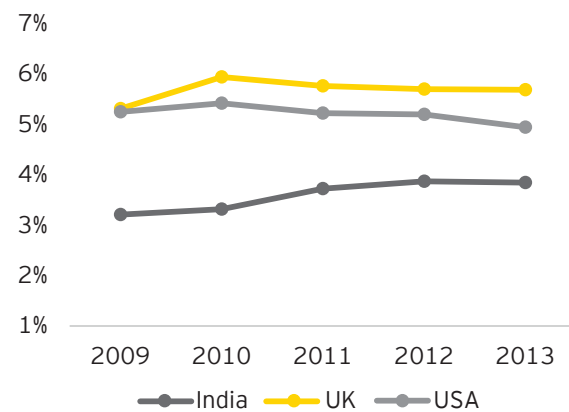
Source: The world Bank, UNESCO Institute of Statistics

High dropout rate

The enrolment gap from elementary to secondary levels suggest that although a larger number of children are entering the educational system, a significant proportion of them are not progressing through the system to complete the elementary/secondary cycle of education. Though the dropout rate is matter of concern in the case of all categories of students

dropout rates among disadvantaged groups, especially for girls from these groups, remain higher than the national average, for e.g.: the primary level dropout rate for girls in Hyderabad district in 2013-14 was 7.95% but for ST girls it was a startling 57.18%.

Elementary

97%

Secondary

78.5%

Tertiary

24.3%
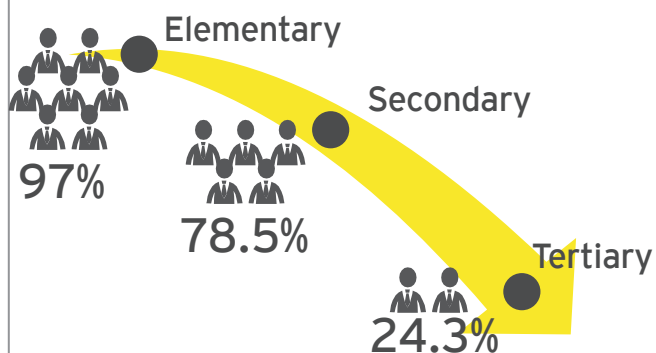
High proportion of out-of-school children (OoSC)

India has the largest number of OoSC in the world: more than that of sub-Saharan Africa. There is a huge disparity in the schooling experiences of urban and rural children, rich and poor children – varying transition rates i.e. progress of students from elementary to secondary level (rural: ~87 and urban: ~98) and percentage of OoSC (rural: 7.8% and urban:4.3%). Of the 6.064 million OoSC, 76% belong to the SC, ST and other minorities. Uttar Pradesh, Bihar, Rajasthan and West Bengal account for over 70% of the OoSC in the country.

Source: UDISE report; AISHE report "Teaching teachers, the great challenge for India's education system"-HT (2016), Education For All Towards Quality with Equity India (MHRD), UNESCO-Education For All Monitoring report 2014, ""Restoring dignity to the teaching profession in India", Ideas for India, 2014; "why children drop-out from primary school", The Hindu, 2016

At elementary level, India has been able to get ~100% enrolments; more work is required in driving access in higher classes. Moreover, in order to ensure equity and minimize disparities between socio-economic classes, religions and genders equal opportunities to access education can be provided through following approaches.

Increase access and equity to provide equal opportunities to all

▶ The Government should increase spend on education. The current per capita (PPP basis) spend on education is about US$500, which is about 4 times less than the average per capita spend of upper middle income countries.

▶ In order to curb disparity across states, models being used by states with high GER and quality of education should be replicated in other states.

▶ A hub and spoke approach could be followed, where a "model" school is incentivized to adopt low quality school or create small-scale schools.

▶ Innovative ways should be used to provide access in remote areas. For example:

  ▶ Leverage ICT to provide access in remote parts of the country

Incentivize education of socially challenged groups

▶ Socially challenged groups discriminated based on caste, religion, gender etc. should be incentivized by subsidizing the entire K-12 education.

▶ The inclusion of these socially challenged groups in the K-12 schooling system should be actively monitored using local demographic data

Increase supply by promoting investments

The Government should encourage private investment in education through different funding channels.

▶ PPP models should be leveraged for existing low-performing and low-enrolment government schools.

  ▶ Models with private operators for running government schools with sufficient autonomy to innovate and run sustainable operations should be leveraged.

  ▶ Issues with reimbursement of cost, transparency in choosing private partners etc. should be addressed.

▶ Teachers from schools rating high on quality should be leveraged to conduct training sessions for aspiring teachers or teachers from lower performing schools to create a supply of better quality learning facilitator.

▶ Existing schools should be allowed to restructure themselves and raise funding through alternate channels.

▶ Voucher-base system could be introduced allowing students to choose between a Government and private school.

1

Key building blocks to achieve Vision 2030 – Access and equity

Goal: No child left behind

Illustrative example: South Korea's student support systems to increase inclusiveness

In an attempt to improve the quality of education for students from low-income and migrant families, South Korea has provided access to vouchers for extracurricular activity fees and special university scholarships. The Government also piloted the "Heart-Beat" program for pre-school students from migrant families to improve their language ability, cognitive ability, social skills and emotional stability and bring them to an equal footing with their classmates. Also, in order to attract good teachers to schools with high proportions of students from socially-challenged families, the Government provides its teachers incentives such as small class sizes, higher salaries, reduced instructional time, credit toward future promotions and a choice of location of a future teaching position.

Source: World bank data 2014; National Centre on Education and the Economy (USA); EY Analysis

2

Quality

Key challenge: Poor quality and dismal learning levels

Not only is school education the founding step in the path of fostering cognitive skills in the workforce, but the quality of schools is also critical for the upliftment of the nation as a whole. However, there is an evident gap between the education imparted by Indian schools and the knowledge gained by the learners.

NAS, by NCERT	ASER, by Pratham	PISA, by OECD

NAS, by NCERT
- Significant disparities in the achievement levels of students exist among states.
- For example, ~80% of the students in Karnataka can perform geometric operations, whereas in Chhattisgarh less than 50% of students have similar capabilities.

ASER, by Pratham
- The proportion of students in class V who can read class II level texts declined to 47.8% in 2016 from 48.1% in 2014.
- The ability of class VIII students to perform arithmetic operations declined from 44.2% in 2014 to 43.2% in 2016.

PISA, by OECD
- India ranked second-last among 73 countries when tested on their reading, math and science abilities.
- 15-year-old Indians lag behind global toppers by 200 points, signifying that an 8th grader Indian equates to a 3rd grader Korean

Moreover, the low proficiency of Indian students with respect to their global counterparts in spite of the presence of the largest school network in the world can be attributed to low teaching standards and an input-oriented system.

Poor quality of teachers

The majority of the government and private schools face challenges pertaining to the quality of teaching. The dismal performance of applicants in the teacher eligibility test (pass rates fluctuating between 1% and 11%) highlights the inadequate knowledge imparted to the aspirants during their B.Ed. and D.Ed. courses. Moreover, the following statistics highlight the urgent need to address teaching-related challenges

▶ Only 55% of contractual teachers have some teaching qualifications.

▶ There is near absence of continuous training mechanisms for teachers.

▶ Teacher absenteeism continues to plague the government system, with absence rates varying from 15% in Maharashtra to 42% in Jharkhand.

▶ 8% of the existing elementary schools are single-teacher schools.

▶ ~5 lakh sanctioned teaching posts in the country stand vacant.

High proportion of out-of-school children (OoSC)

Schools are evaluated on inputs rather than outcomes such as readiness or performance of a student. The RTE Act lays down norms and standards that all schools must follow, such as maximum pupil-teacher and pupil-classroom ratios, minimum working days, drinking water facilities, boundary walls and playgrounds, but quality norms in terms of minimum learning outcomes are not among them.

Source: National Policy on Education; PISA results 2015; ASER results 2016; "Teaching teachers, the great challenge for India's education system", Hindustan Times 2016, Education For All Towards Quality with Equity India (MHRD); UNESCO-Education For All Monitoring report 2014; ""Restoring dignity to the teaching profession in India", Ideas for India, 2014
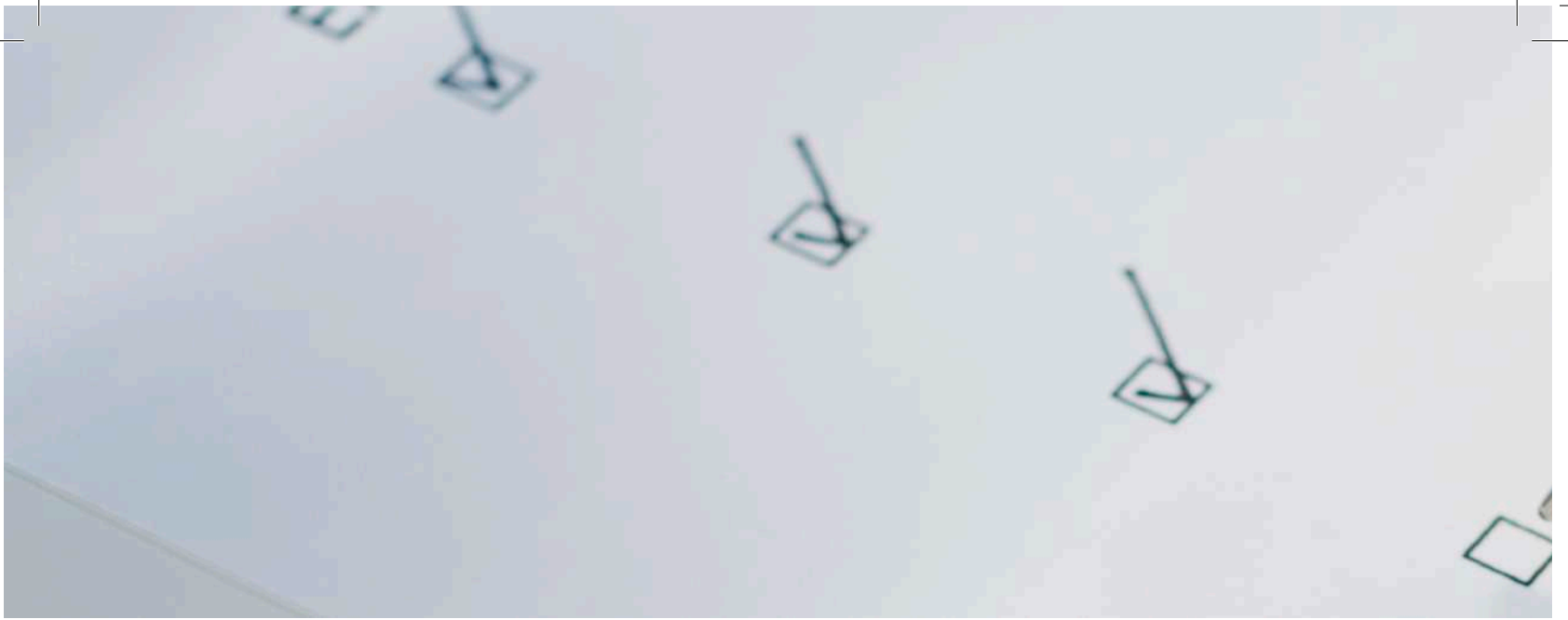
Today, several cohorts in India are not provided an education that could prepare them to be productive citizens and contribute towards the country's economic development. This vision lays a framework to enhance the quality of education provided by both government and private institutions.

"Good quality education, provided by trained and supported teachers, is the right of all children, youth and adults, not the privilege of the few." UNESCO

Adopt outcome-focussed teaching practices

▶ Performance objectives should be aligned to learning objectives; teacher effectiveness should be evaluated based on students' success.

▶ Student formative assessments should be integrated in the evaluation and assessment framework.

▶ Students should be tested on generic and applied concepts rather than theoretical knowledge.

▶ The focus during secondary education should be on career readiness

Incentivize education of socially challenged groups

▶ Computer labs should be built and availability of laptops/ low cost access devices should be increased

▶ Adequate bandwidth should be developed to provide fast and uninterrupted connectivity for schools across geographies.

▶ Schools with partially filled capacity should be incentivized to consolidate

Ensure adequate training and development of teachers

▶ Teachers should be trained in new age pedagogy to enable them to effectively deliver quality outcomes.

▶ Existing teachers should be incentivized to upgrade their skills.

▶ A self-development oriented appraisal system should be introduced.

Glorify teaching as one of the most credible career options

▶ A high decibel campaign can be used to market teaching as an aspirational career option

▶ Existing teacher training institutes should be uplifted to the levels of national importance or new ones established.

▶ Research in education should be encouraged.

▶ There should be adequate funds to fill teacher vacancies in government schools.

▶ Teachers should have mobility options.

▶ Teachers' career should follow merit-based progression with a choice of career tracks.

▶ A national registry of teachers should be maintained, leading to a free market for teaching jobs.
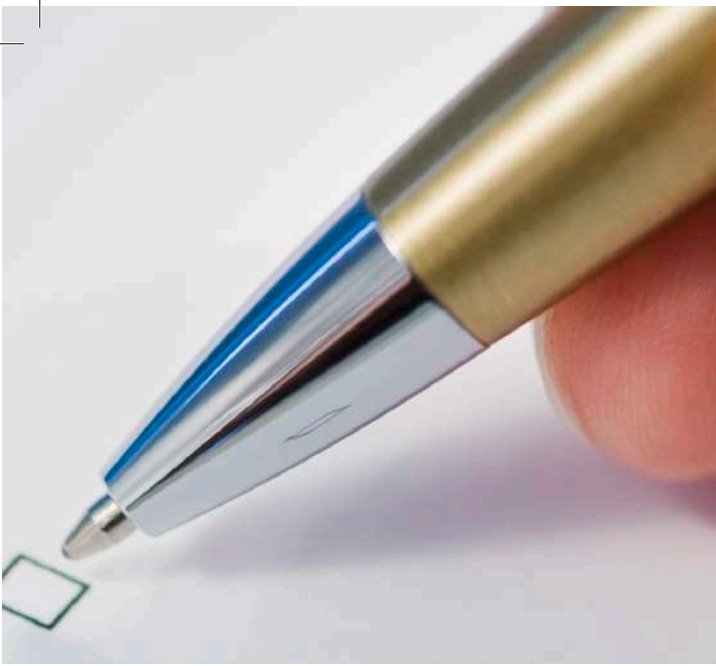
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Key building blocks to achieve Vision 2030 - Quality

Goal: Academic outcomes at par with the best in the world

Illustrative example: Transformation of school system in Finland by empowering teachers

Teaching is regarded as a noble, prestigious profession in Finland, driven by moral purpose than material interests. It is so evident in their value systems that only 10% applicants are accepted to be teachers despite it not being a particularly high paying job. All teachers receive master's level and high-level teacher training with focus on continuous professional development rather than overburdening them with administrative duties. Teacher's workload is low with the number of teaching hours in Finland being ~600 per annum as compared to ~1,100 in the US. A non-judgemental work environment largely free from external requirements such as inspection, standardized testing and government control is a key ingredient in Finland's success in international examinations.

Source: Finnish Teacher Training Schools (FTTS); Press articles

3

Relevance

Key challenge: Teacher centric learning with emphasis on syllabus coverage and exam preparation

The current Indian school education ecosystem provides limited choices, imparted through inflexible delivery models, leading to a wide mismatch between the capabilities of the students and the education imparted. The Indian school structures still focus on teaching subjects in silos with an aim to cover the prescribed syllabus without providing students opportunities for deep immersion to solve real-world problems and acquire relevant skills.

Moreover, the absence of continuously upgraded curriculum in line with the technological and scientific developments at the national and international levels contributes toward the low employability rates of the Indian youth. The whole paradigm of the K-12 education system rests on isolation from community, memory recall, boredom and monotony, which is hampering the overall purpose of education and leading to several challenges.

Limited focus on analytical learning

An individual's employability is a function of the education and holistic values imparted through the formative years and adulthood. School education therefore lays the foundation, but in India, rote-learning and syllabus-focused learning are prevalent. Most Indian students have never had the opportunity to apply the knowledge they have learned. This goes back to the syllabus and examination-focused teaching that happens in classrooms across India with a focus on teaching content rather than imparting and evaluating relevant skills. Minimal focus of the existing Indian K-12 system on developing critical thinkers and complex problem solvers will drastically reduce India's aspiration of developing a workforce at par with the global requirements.

One-size-fit-all approach

As currently constituted, the K-12 system is built on the presumption that everyone can learn the same concepts through similar delivery models. But, as stated by prof. Howard Gardner, an American developmental psychologist, the existing batch of students possess seven different kinds of minds, leading to the development of distinctive intelligence that is responsive to different learning styles. The multi-grade classrooms with focus on a one-size-fits-all approach gives little consideration to the varied capabilities of the students, hindering their overall development.

Outdated delivery methods

With outdated teaching methodologies, there is no growth in student learning outcome, which is reflected in the scores of standardized tests taken by Indian students. Even though the use of technology is a part and participle of the education system world over, in India it remains a luxury – only 24.4% schools have access to computers. Classroom instruction accounts for the majority of the lesson delivery, with no practical or experiential learning.

Source: U-DISE report 2015-16
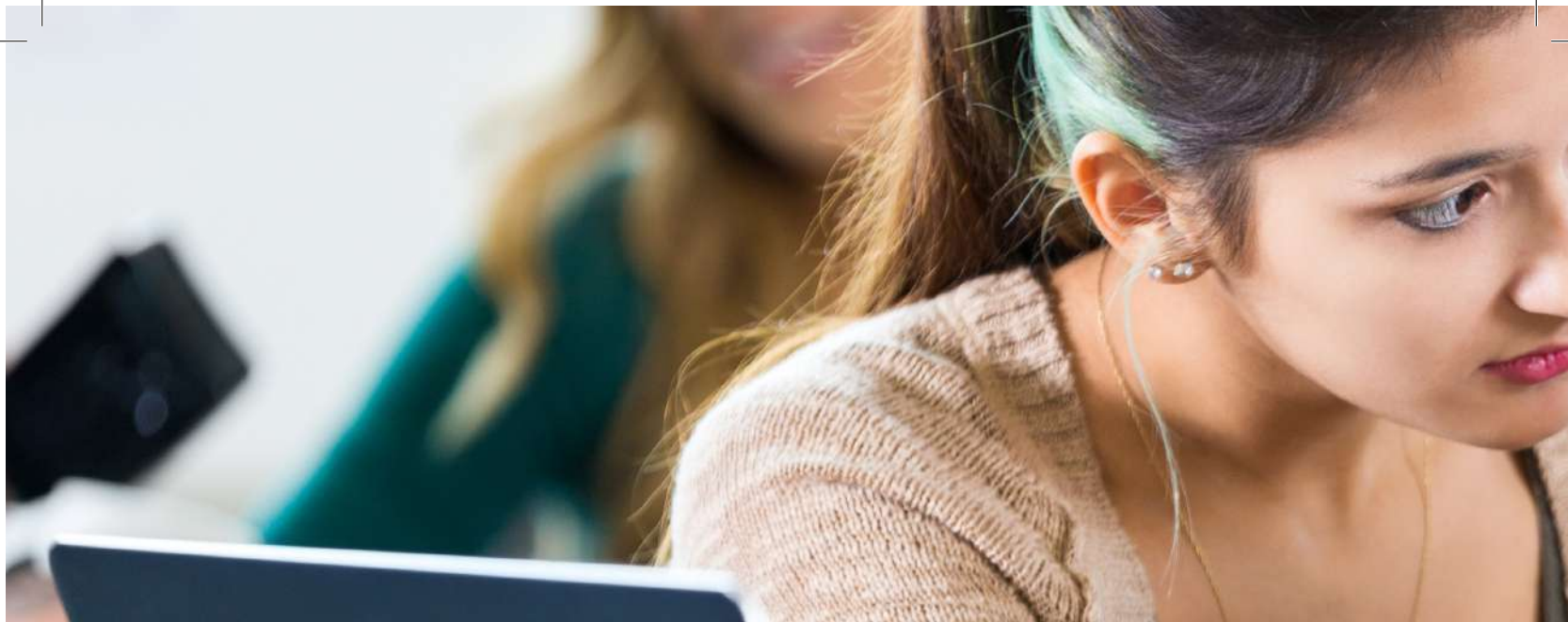
Transitioning towards a learner-centered education model requires development of interactive learning modules. Customized learning during the foundation years will assist in the development of dynamic and agile learners capable of making more informed decisions. The following approaches can help in innovating the existing classroom learning environment by promoting pragmatic learning.

Develop flexible program structures

▶ Concept-based and competency-driven programs tailored as per the learning potential of the student would enable the development as well as achievement of more meaningful learning objectives

Create personalized learning paths

▶ Allowing students to move at their own pace and pursuing their interests would not only make learning an exciting proposition but also enable students to take more responsibility of their learning outcomes

Redefine learning and assessment processes

▶ Practical pedagogy delivered through technology driven tools can potentially lead to higher focus on relevant tasks and lower costs of delivery

▶ Shift from norm-referenced to criterion-referenced testing mechanisms to assess if students have acquired specific skills and knowledge

Focus on developing life skills

▶ Emphasis on social skills, collaboration and emotional quotient along with providing experimental learning would prepare learners for solving real-life problems and devising effective solutions.

▶ Integration of vocational education will further enable students to be job-ready.

  ▶ Options such as apprenticeship should be encouraged to control drop-out rates and facilitate experiential learning

Align with societal needs

▶ Knowledge sources and societal resources outside the formal education domain should be leveraged to further enhance pedagogy and build better connect between the learner and society.

3

Key building blocks to achieve Vision 2030 - Relevance

Goal: Student directed curriculum and pedagogy in sync with the current times

Illustrative example: Focus on labor market needs in Germany

enrolling in pre-vocational or vocational programs. Most of 25- to 64-year-olds in Germany have attained vocational training at either the upper secondary or the post-secondary level. Aided by competitiveness infused in its economy by this well-trained workforce, Germany was able to hold its line on unemployment during the 2008 economic crisis with employment rates increasing by 3%–7%, while in OECD there was an average decrease of 1%–3% across different levels of qualification.

Ethiopia, with a VET enrolment growth rate of ~30% is also on a path to develop an advanced vocational education system.

Source: OECD country note–Germany (2014); International Growth Centre report on Ethiopia (2013); World Bank database

4

Governance

Key challenge: Input based regulatory and governance framework

India's linguistic, socio-cultural and geographic diversities add to the complexity of the Indian K-12 education system, which is further strained by the overregulated and under-governed outlook of the regulators.

Moreover, the policies established by the regulators impose stringent teaching and non-teaching requirements on private schools, failing which results in steep penalties. Incidentally, public schools do not suffer specific and time bound consequences for similar lapses. These predisposed measures not only impact the quality of education being imparted by the schools but also impede the present as well as the future investment prospects of the segment.

Challenges in governance of school education are exemplified by low quality of school leadership, teacher vacancy and absence, low administrative capabilities and differential treatment of private schools with near absence of appraisals and accountability

Complex regulatory framework

K-12 education faces regulations at state as well as affiliating body levels. Lack of uniformity in the regulatory regime, overlapping and ambiguous regulations, need for various licenses and multiple approvals hinder the smooth functioning of the sector. The complex and the time-consuming nature of the segment also dissuades some long term visionary investors

Lacking regulatory continuity

Policies at a regional and national level often change due to the pendulum swings of political cycles breaking continuity, severely impacting the outcome of prior measures. The on-ground impact of policies is often not in sync with their intended purposes. By the time a new policy starts making impact, we lose yet another generation of students

School leadership

A large proportion of schools still function without a full-time head master. The proportion varies across states and is as high as 80% for government primary schools in Bihar. In private schools, leadership is more focused on financial performance rather than student learning outcomes. Moreover, seniority in the system drives promotions in the sector and minimal weightage is given to the presence of the required capabilities and skill sets. Additionally, with no dedicated administrative staff, teachers and principals are burdened with administrative responsibilities, leaving little time for teaching and lesson planning. Diversion of school staff for various governmental work such as census, elections also depletes focus

Source: U-DISE report 2015-16
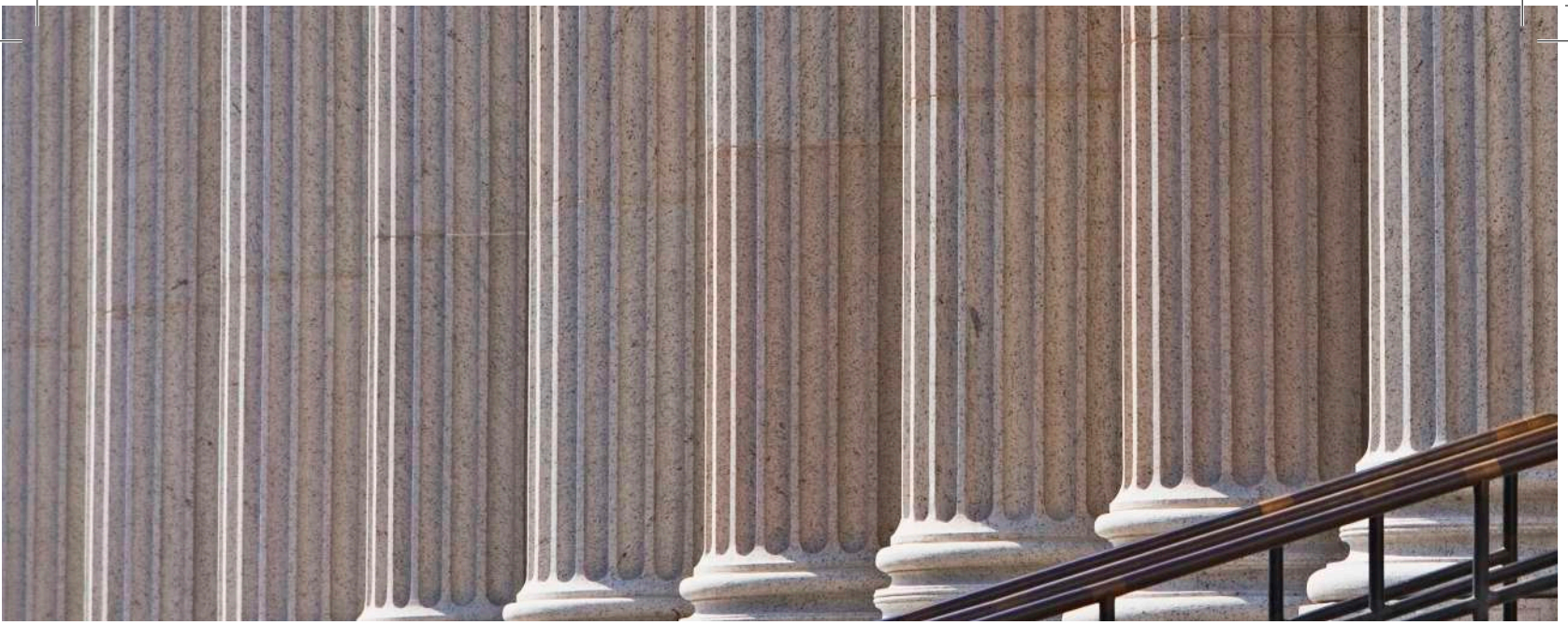
Good governance can bring schools out of isolation and promote the implementation of innovate ideas for tackling issues. An open and transparent governance system that places equal importance on student rights and schools' sustainability can also reduce potential conflicts. The entire school community together with its external stakeholders and favorable regulations will help students develop to the best of their potential, ensuring minimum level of competence.

"97% of the respondents believe that great principal is an essential ingredient to making a school successful" – Survey conducted in the US

Focus on developing school leadership

▶ Regular training programs should be conducted to equip principals.

▶ Leaders should be selected based on administrative merit, not just seniority levels.

▶ An education-focused cadre should be introduced for strategic thinking and guiding policy development.

Increase accountability and transparency

▶ School ratings should be based on student outcomes.

▶ There should be periodic goals broken down into achievable targets and progress should be measured.

▶ Robust data systems will enable efficient policy-making and resource allocation.

Simplify rules and regulations

▶ Ambiguous rules and regulations should be replaced and an enabling framework should be developed based on self-regulation and disclosures.

▶ A centralized repository should be developed to house all rules and regulations governing the segment.

▶ Swifter system of seeking approvals (possibly single window clearance) should be implemented

Create differentiated governance structure

▶ Increased autonomy for top-performing schools

▶ Play a steering role for mid-performing schools

▶ External intervention to enable low-performing schools

Encourage community engagement

▶ Parents should be involved through regular school management committee meetings.

▶ Funds should be mobilized from the community to upgrade school infrastructure.

▶ There should be regular social audits.
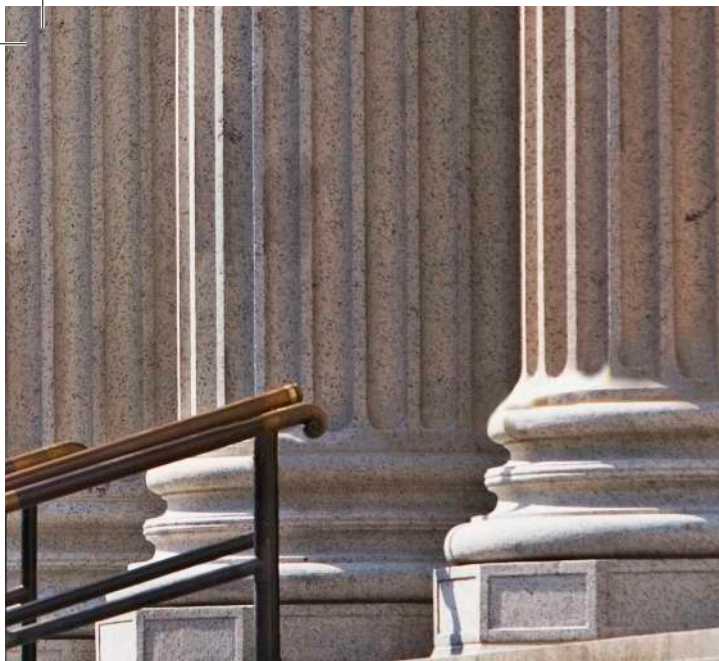
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Key building blocks to achieveVision 2030 - Governance

Goal: Self regulated, simplified governance system

Illustrative Example: New Zealand is using improved governance structures to enhance efficiency

New Zealand started transfer of decision-making authority and management responsibilities to schools in 1988. In 2007, only one-forth of the decisions were taken centrally, while three-fourth were taken by lower secondary levels. According to PISA, 68% of students in New Zealand study in schools where school principals observe instruction in classrooms, compared to the OECD average of 50%, and 98% of them use student results to develop the school's educational goals. Also, programs to assist in the development of school leadership skills are freely available for new/first-time principals and those who aspire to become one.

Source: Survey by Bain & Company, "U.S. school systems miss the mark for developing talent into leadership roles, Dec 2013"; Education Policy Outlook: New Zealand (June 2013)

Some measures have the potential to radically transform our education system but need careful experimentation

1 **Establish different genres of schools through diverse investment routes**

Universalize education until grade 8 based on pre-defined learning outcomes that focus on life skills besides literacy and numeracy; set up different genres of schools (after grade 10th /8th) based on their end objectives leading to a better match between the education imparted and the aspiration of the learners.

| Vocational school Enhancing employment prospects of the students post K-12 through integration of skill development and education | Academic oriented schools: Delivering high order learning across disciplines for gifted students | Schools focusing on inclusive development: Providing the best of academic and extra-curricular activities | Globally positioned schools: Offering knowledge based on the global standards |

Governance of each genre of school to be different to enable them to meet their charter.

Encourage different funding sources to promote investments, increase supply and enable competition

▶ Government funding and government owned; operated by Govt. or under PPP

▶ Schools promoted or adopted by Charities and philanthropy

▶ Incentivizing exemplary performers to increase supply for setting-up for-profit schools with long-term investments

2 **Provide autonomy to both independent and government schools based on self-regulatory framework**

▶ Replace the present set of ambiguous and overlapping regulations with a simple regulatory framework that is based on transparency and self-regulation

▶ Establish a third-party independent rating framework for all schools

▶ Mandate differentiated regulation based on the school's performance, both in the private and the government sector

3 **Encourage students to make diverse subject combinations at secondary level**

▶ Follow an a-la-carte approach to learning wherein students have the flexibility to choose subjects they are interested in

▶ Adopt an interdisciplinary approach enabling better synchronization between K-12 and higher education opportunities
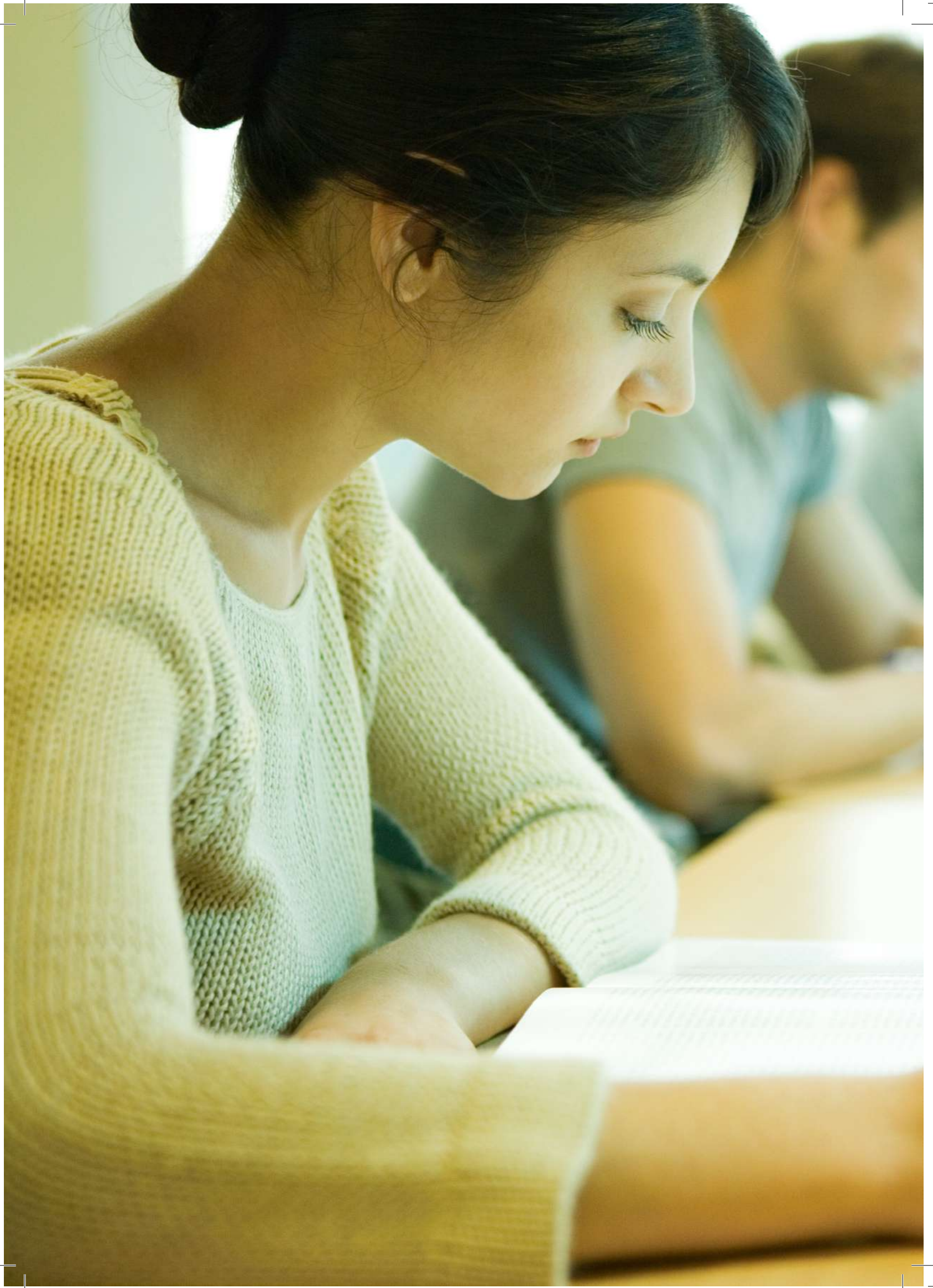
About FICCI ARISE

FICCI Alliance for Re-Imaging School Education (FICCI ARISE)

FICCI ARISE is a collegium of members representing various facets of the education ecosystem who have come together to promote the need of quality education for all and the role independent schools can play in achieving this. The primary focus of the alliance is *defining norms for standards and transparency, augmenting quality for 21st century readiness, ensuring policy advocacy and facilitating capacity building and access.* The alliance advocates for a progressive policy environment that brings together public and independent schools to achieve *Universal Quality Education* in India.

FICCI ARISE endeavours to unify the sectors' voice at states and national level.

We have a national footprint through our National Committee and five Regional Committees. Our members and affiliates are education experts and represent leading schools, industry associations, consulting firms, think tanks, and foundations.

About EY's Education sector practice
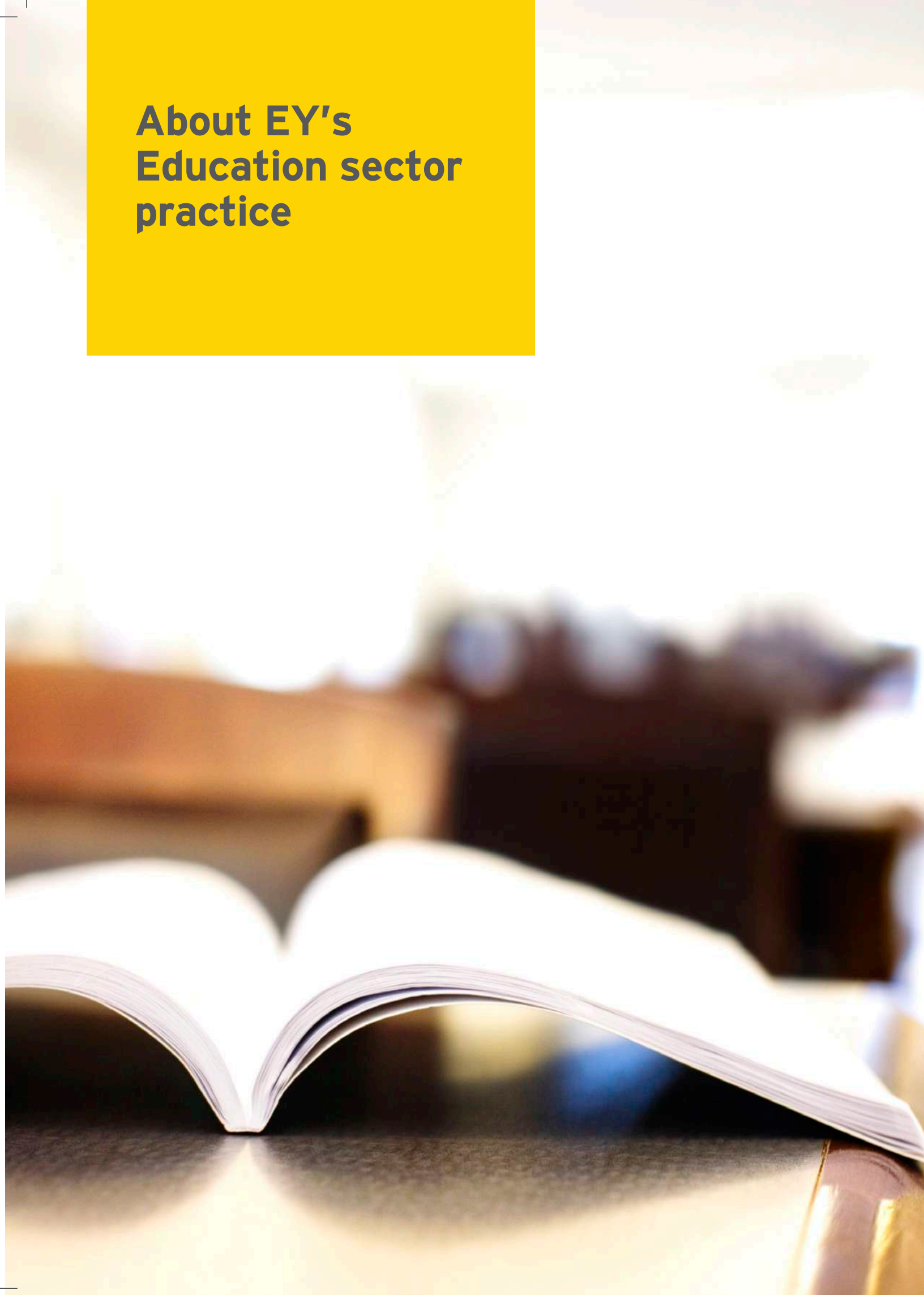
Education is a focus sector for EY. We provide strong capabilities as advisors in this sector through a dedicated team of sector professionals. Our team combines deep insights with strong practical operational experience to provide implementable solutions that lead to tangible and sustained value creation.

EY's Education practice has successfully completed numerous assignments over the last several years, covering all aspects of the education sector in India. The firm's clients include government bodies, reputed Indian and international educational institutions, industry bodies, private equity funds, and corporate houses interested in the education space.

EY's education-centric research and analysis is encapsulated in a range of education thought leadership reports that are widely quoted by sector professionals.

Our services

We provide end-to-end solutions to suit the requirements of clients from all segments of the industry. The following is a snapshot of our services:

Pre-entry	Establishment	Growth	Stability
▶ Market landscaping	▶ Business planning	▶ Growth strategy	▶ Business process improvement
▶ Entry strategy formulation	▶ Franchisee strategy	▶ Organization structuring	▶ Performance management
▶ Feasibility study	▶ Marketing strategy	▶ Internal audit	▶ CSR
▶ Location assessment	▶ Project management	▶ Marketing and Advertising spend review	▶ Compliance reviews
▶ Regulatory insight	▶ Industry-focused program development	▶ International expansion strategy	▶ Strategic cost management
▶ Structuring for fund-raising	▶ Approval assistance	▶ Standard operating procedures	
▶ Forms of presence	▶ Inbound investment structuring	▶ Expatriate taxation	
▶ Tax exemptions	▶ Assistance in entity structuring	▶ Employment taxes	
▶ Commercial / operational diligence	▶ Valuation and business modeling	▶ General mobility/visas	
▶ JV/strategic partner search	▶ Statutory/Audit	▶ Representation before Indian statutory and fiscal authorities	
	▶ Financial reporting analysis	▶ Fund raising and M&A advisory	
	▶ Corporate governance	▶ Transaction support	
	▶ ERP advisory	▶ Corporate finance strategy	

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Glossary

ASER	Annual Status of Education Report
B.Ed.	Bachelor of Education
D.Ed.	Diploma in Education
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
ICT	Information and Communication Technologies
K-12	Kindergarten to 12th grade
NAS	National Achievement Survey
NCERT	The National Council of Educational Research and Training
OECD	Organization for Economic Co-operation and Development
OoSC	Out Of School Children
PISA	Programme for International Student Assessment
PPP	Public Private Partnership
RTE	Right to Education
SC	Scheduled Caste
ST	Scheduled Tribe
UNESCO	United Nations Educational Scientific and Cultural Organization
VET	Vocational Education and Training
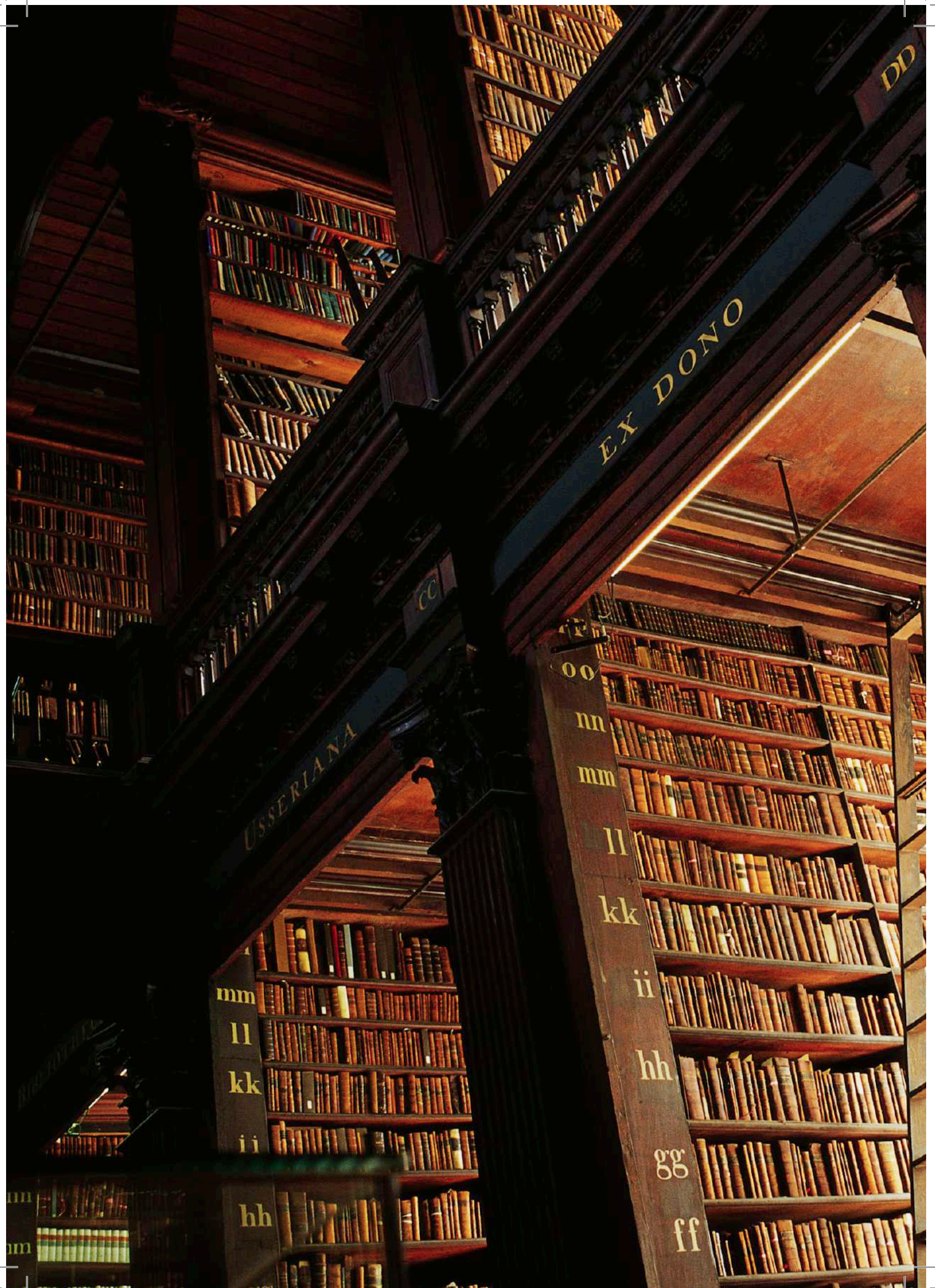
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About FICCI

Federation of Indian Chambers of Commerce and Industry Established in 1927, FICCI is the largest and oldest apex business organisation in India. Its history is closely interwoven with India's struggle for independence, its industrialization, and its emergence as one of the most rapidly growing global economies. A non-government, not-for-profit organisation, FICCI is the voice of India's business and industry. From influencing policy to encouraging debate, engaging with policy makers and civil society, FICCI articulates the views and concerns of industry. It serves its members from the Indian private and public corporate sectors and multinational companies, drawing its strength from diverse regional chambers of commerce and industry across states, reaching out to over 2,50,000 companies. FICCI provides a platform for networking and consensus building within and across sectors and is the first port of call for Indian industry, policy makers and the international business community.

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