
UNIT 8 DEVELOPMENT OF SCHOOL EDUCATION IN 1986 AND AFTER

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8.1 INTRODUCTION

In this Unit, we will learn about the development of Indian education in the last quarter of 20th Century. The massive changes in education, broadening the social base of education and its availability to all groups are the major concern of this Unit. The Unit starts with discussing the recommendations of National Policy on Education, 1986, and the revised National Policy on Education, 1992. The major focus of the recommendations relating to School Education has been given more importance to develop this Unit. The Unit further discusses the recent development of school and teacher education such as: the recommendations of National Knowledge Commission, 2006-2009, National Curriculum Framework, 2005, and National Curriculum Framework for Teacher Education, 2009. Like the earlier Units, the present Unit has also critically analysed the recommendations on school education of the five year plans starting from 7th to 12th Five Year Plans.

8.2 OBJECTIVES

After going through this Unit, you will be able to:

- discuss the recommendations of the National Policy on Education, 1986, and Revised National Policy on Education, 1992, in the context of school education;
- analyse the recommendations of National Knowledge Commission, 2006-2009;
- discuss the developments of school education and its pedagogical concern recommended in NCF, 2005, and NCFTE, 2009; and
- critically analyse the recommendations of 7th to 12th Five Year Plans on school education.

8.3 NATIONAL POLICY ON EDUCATION, 1986 – AN OVERVIEW

The NPE, 1986, contended that the role of education is to essentially transform a static society into a vibrant one with commitment, development and change. The policy recognized that the need of access to education for all sections and getting them involved in the process of continuing education so as to promote a learning society. Further, the Policy also laid special emphasis on the role of education in adequately equipping the new generation stepping into 21st Century with required skills and competencies.

National Policy on Education 1986 is divided into 12 parts. Almost all aspects of education have been discussed in various parts of the report. Let us discuss the basic features of NPE, 1986.

8.3.1 Basic Features of NPE, 1986

The following are the basic features of NPE, 1986:

- The policy focused more on decentralization of education and establishment of District Institute of Education and Training.
- Making sufficient funds available for education by increasing the expenditure up to 6% of GDP.
- The uniform pattern of 10+2+3 pattern of education for all over the Country was recommended for immediate implementation.
- Reorganization of educational programs at Primary, Secondary and Higher Secondary level. Also, the reorganization of school curriculum was recommended.
- Early Childhood Care and Education was given importance. Proper availability of food and healthy environment was also recommended.
- Free and Compulsory Education till completion of elementary level along with qualitative improvement in school was also recommended.
- Reorganization of Secondary school was recommended. The compulsory school subjects such as Languages, Mathematics, Science, Social Science,

Statistics, Humanities, History, and some concepts such as national and constitutional responsibility of citizen is given prime importance to teach to the students.

- Expansion of higher education was to be done with opening Open University and Distance Education Institutions and the mode of education was to be given equal status and recognition by UGC.
- Recognition to be given to the role of technical and Management education.
- Evaluation system is to be improved by adding Continuous and Comprehensive Evaluation to the system. Delinking from job degree and more emphasis was given to skill based learning.
- Improvement in the teacher education programme was recommended. NCTE was to be given a constitutional status, establishing DIET, and CTEs.
- For the improvement in education, it was recommended to implement Educational Technology in Indian classroom.
- For making education system more effective, Minimum Level of Learning (MLL) was decided.
- Equal Opportunity for all was managed by giving special space to women, SCs, STs, OBCs and Physically weaker section of the society.
- More schools to be opened and making resources available for the students who are located in the remote areas.
- IEDS scheme was launched for the students from the Physically weaker section.

Check Your Progress 1

- Note:** i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

1. Explain the basic features of NPE, 1986.

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8.4 MODIFIED NATIONAL POLICY ON EDUCATION, 1992

The National Policy on Education (NPE) was adopted by Parliament in May, 1986. A committee was set up under the chairmanship of Acharya Rammurti in May, 1990 to review NPE and to make recommendations for its modifications. That Committee submitted its report in December, 1990. At

the request of the Central Advisory Board of Education (CABE), a committee was set up in July, 1991, under the chairmanship of Shri N. Janardhana Reddy, Chief Minister of Andhra Pradesh, to consider modifications in NPE, taking into consideration the report of the Rammurti Committee and other relevant developments having a bearing on the Policy and to make recommendations regarding modifications to be made in the NPE, 1986. The committee submitted its report on 1992.

8.4.1 Basic Features of Modified NPE, 1992

The following modifications have been suggested by the committee:

- Making availability of Non-Formal Education for the girl child especially from the age group of 15-35 years.
- Special provisions were made for the students from weaker sections like SC/ST/OBC and minorities in the form of Mid-Day-Meal, stationary, books and free education.
- Efforts were made for the backward minorities for giving them hostel facilities, polytechnic education, coaching and removal of difficulties coming in the way of education.
- Provisions for the NGO were made to come forward in this sector for opening new special schools and give students vocational training.
- Efforts were made to make them self-dependent by imparting education through National Literacy Mission.
- Relating to Early Childhood Care and Education, provisions were made for establishing the Anganwadis and Balwadis.
- Relating to Elementary Education, provisions of schools were made for low density areas. Minimum numbers of teachers were suggested for the school as per the enrollment of the school.
- Provisions were made for the improvement of quality education with the enhancement of Secondary School Education till +2 level.
- Emphasizing quality enhancement in Navodaya Vidyalaya schools and setting a role model for all other schools.
- Provisions were made in vocational education to meet the requirements of industry and employment.
- In higher education, provisions were made for self-financed Universities.
- Provision was made to open at least one Open University in each State and IGNOU had to give technical assistance and Distance Education Council to regulate them.
- Provision was made to delink jobs with Degree. More focus was given to attaining skills and competencies for youth.
- Provision was made to open rural universities and institutes. It was suggested to provide technical and financial support to the NGOs and government institutions.

- Suggestions were made to establish All India Council of Technical Education (AICTE).
- Establishing culture bond was also emphasized in education from the regional to national level and from national level to Global Level.
- Suggestions were made that research must not be confined to just obtaining the degree but its result must influence the society too.
- For development of languages, three language formula was promoted and it was recommended to develop Hindi as the National Language.
- Recommendations were made to include the Media, Radio, Computers and new technologies as a part of education process.
- Emphasis was laid on sports and other physical activities. Suggestions were given to motivate students to participate in the NCC and NSS.
- Recommendation was made to attain Minimum Level of Learning in each subject, making evaluation process more flexible, and avoid unfair means in the evaluation process.
- Recommendation was made to give constitutional status to NCTE, to establish DIETs, CTEs, and IASEs.
- Recommendation was made to decentralize education, and to allow the NGOs to participate in this sector.

Check Your Progress 2

Note: i) Write your answers in the space given below.

ii) Compare your answers with those given at the end of the Unit.

2. What are the recommendations of Modified NPE-1992 in connection to Teachers and their training?

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3. Explain three Language formula.

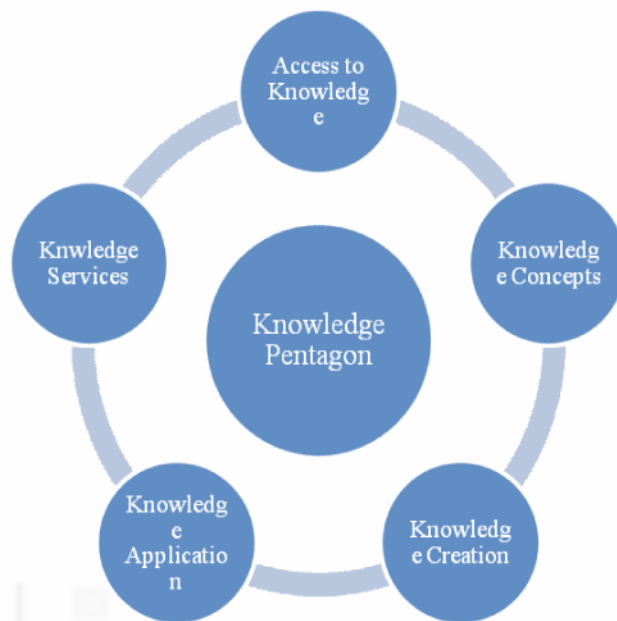
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8.5 NATIONAL KNOWLEDGE COMMISSION, 2006-2009

The National Knowledge Commission is a high-level advisory body to the Prime Minister of India, with the objective of transforming India into a knowledge society. It was an endeavor to transform the knowledge landscape of the Country. NKC focuses on areas of access to knowledge, knowledge

concepts, knowledge creation, knowledge application, and knowledge services. That is called as knowledge pentagon. Let us discuss the knowledge pentagon of NKC.

Figure 1 Knowledge Pentagon



8.5.1 Knowledge Pentagon

Areas of Access to Knowledge:

Access of knowledge is one of the most fundamental issues in a knowledge society. Even if universities, research institutions and laboratories produce large amount of knowledge, it will be of little use until a majority of the population actually possesses adequate means to acquire, absorb and communicate this knowledge. The concept of access to knowledge is made up of four components:

- Individuals must possess the ability to receive and comprehend knowledge.
- Individuals, who have the ability to receive and comprehend knowledge, readily obtain it.
- Accurate knowledge of the State and its activities should be made available to the general public.
- Access is about increasing the opportunities of individuals or groups excluded from mainstream knowledge systems.

Against this backdrop, issues like— adult literacy, delivery of existing public libraries, strengthening public information system, developing national web-based portals and use of internet and technology are the prominent ones to be taken care of.

Knowledge Concepts

Advances in knowledge and its application are the products of human endeavours; therefore, it is of utmost importance that we nurture the skills

and intellectual capacities of youth population in order to build a strong base of human capital that can transform India into a strong knowledge economy. Knowledge concepts are organized, distributed and transmitted through the education system. Education is a potent force for any developing State. It encourages individuals to - think independently, make better decisions, and be abreast of important issues and trends at the local and national level. The issues that come forward in knowledge concept focuses on:

- Suitable education system relies largely on a complex interface of human resources, pedagogical methods, curricula, infrastructure and academic standards.
- Special initiatives required to bring 100 millions of illiterate children into the mainstream.
- Strengthening basic infrastructure in Elementary schools, boosting teaching quality and improving academic standards.
- Secondary Education needs to be recognized as a crucial intermediary step between Elementary and Higher Education. Innovative strategies are required to make secondary education less strenuous and more appealing to students.
- Requirements of proper funding, regulatory frameworks and curricula, private sector participation, academic standards and research in higher education.
- Consolidating and extending India's growing international presence in IT, Medicine, Law, Engineering, etc.
- Requirements of vocational education to produce quality technicians and other skilled workers and craftsmen.
- While formal education is useful for building human capital, not all individuals are able to participate in it. Resources must be developed so as to ensure that distance education is developed as a viable alternative to formal education.
- A culture of lifelong learning needs to be encouraged for all jobs, especially in the public sector.
- Language is an important issue, not just in knowledge concepts but also in access and application. Translating knowledge into local languages will ensure that knowledge is uniformly available in society and local knowledge is made available for use and analysis.

Knowledge Creation:

Although India has the option of borrowing or buying new knowledge from abroad, it is important to create self-sufficiency by promoting indigenous research, especially in science & technology. A nation can develop in two ways – learning to use existing resources in a better manner or discovering new resources. Both activities involve a significant amount of knowledge creation by way of research and innovation. For this, it will be important to:

- Promote research in institutions of higher education in order to bring them at par with national research institutes and laboratories.

- Link research in public institutions with industry requirements to foster a symbiotic relationship wherein research is more disciplined and focused on delivery, and the private sector benefits from lower costs in R&D.
- Diversify the funding sources of research institutions and universities, allowing private investment (both domestic and foreign) or public-private partnerships in R&D.
- Promote innovation through the National Innovation Foundation by encouraging entrepreneurship at the local and national levels, and encouraging inter-disciplinary studies in order to encourage new approaches and methodologies.

Knowledge Application:

The creation of knowledge cannot be directionless. To derive maximum benefits from our intellectual assets, we must apply knowledge in the fields like Agriculture, Industry, Health, Education etc. where productivity can be enhanced. Knowledge application includes the following:

- Knowledge can be productively applied to promote technological changes and facilitate the reliable and regular flow of information.
- Recent non-public initiatives in the field of education, communication and agriculture have further demonstrated that knowledge can be very effectively applied for the betterment of the rural poor. The NKC has identified the areas such as education, agriculture, rural and traditional knowledge where knowledge application will produce significant benefits.

Knowledge Services:

Investment in knowledge services will produce large-scale benefits for the common man. Technology has the potential to make government services and functioning more accountable, transparent and efficient. E-governance can change the way in which citizens of India perceive and interact with the government.

- The use of knowledge services, more popularly known as e-governance, has the potential to simplify many different points at which citizens interact with the State. Traditionally, these points of interaction have been vulnerable to unscrupulous activities and rent-seeking.
- They have also created a culture of fear in the people, who often find themselves completely at the mercy of frontline government officials while trying to access public services.
- Technology provides us with an opportunity to eliminate these unsavory elements of our democracy, bureaucracy and to ensure accountability, transparency and efficiency in government services.

8.5.2 The NKC Report and Recommendations

In the report of NKC, the three important aspects of education such as expansion, excellence and inclusion, have been widely discussed.

Expansion

- Higher education system needs a massive expansion of opportunities to around 1500 Universities nationwide that would enable India to attain a gross enrolment ratio of at least 15 per cent by 2015.
- Recommended for establishment of an Independent Regulatory Authority for Higher Education (IRAHE).
- Increase public spending and diversify sources of financing. The expansion of the system of higher education is not possible without enhanced levels of financing. This must necessarily come from both public and private sources.
- Establish 50 National Universities that can provide education of the highest standard.

Excellence

- The endeavor to transform higher education must reform existing institutions.
- The system of affiliated Colleges for undergraduate education, which may have been appropriate 50 years ago, is no longer adequate or appropriate and needs to be reformed. Indeed, there is an urgent need to restructure the system of undergraduate Colleges affiliated to Universities.
- An expansion of higher education, which provides students with choices and creates competition between institutions, is going to be vital in enhancing accountability.

Inclusion

- Education is the fundamental mechanism for social inclusion. It is, therefore, essential to ensure that no student is denied the opportunity to participate in higher education due to financial constraints.
- A major aim of the higher education system must be to ensure that access to education for economically and socially underprivileged students is enhanced in a substantially more effective manner.

Key Recommendations:

- Presently, India has about 350 universities. Around 1,500 universities should be opened nationwide so that India is able to attain a gross enrolment ratio of at least 15% by 2015.
- Existing universities should be reformed through revision of curricula at least once in three years, supplementing annual examination with internal assessment, transition to a course credit system, attracting talented faculty by improving working conditions and incentives.
- A Central Board of Undergraduate Education should be established, along with State Boards of Undergraduate Education, which would set curricula and conduct examinations for undergraduate colleges that choose to be affiliated with them.

- An Independent Regulatory Authority for Higher Education (IRAHE) should be formed. IRAHE should be independent of all stakeholders and be established by an Act of Parliament.
- The UGC would focus on disbursement of grants and maintenance of public institutions of higher learning. The regulatory function of the AICTE, MCI, and BCI and other education related regulatory bodies would be performed by IRAHE.
- The IRAHE shall have the power to set and monitor standards, award degree, grant power to the institutions of higher education, license accreditation agencies and settle disputes. Same norms shall apply to all institutions, irrespective of whether they are public or private, domestic or international.
- Quality of education can be enhanced by stringent information disclosure norms, evaluation of courses by teachers and students, rethinking the issue of salary differentials within and between universities to retain talented faculty, formulating policies for entry of foreign institutions in India and the promotion of Indian institutions abroad.

Check Your Progress 3

- Note:** i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

4. Explain Knowledge pentagon.

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5. Critically analyze recommendations of NKC in the context of Secondary Education.

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8.6 NATIONAL CURRICULUM FRAMEWORK, 2005

National Curriculum Framework, 2005, is a complete document to rejuvenate Indian School as well as Teacher Education. The guiding principles of NCF, 2005, focuses on connecting knowledge to life outside the school, ensuring that learning shifted away from rote methods, enriching the curriculum so that it goes beyond textbooks, and making examination more flexible and integrating them with classroom life.

8.6.1 NCF, 2005: Summary of the Recommendations

Learning and knowledge:

Learning should be made an enjoyable activity. The curriculum structure and school should be designed to make school a satisfactory place for students to feel secure and valued. The curriculum should focus on holistic development of the individual and enhance physical and mental development of child.

Inclusive education should be given priority and flexibility to exist in practising a curriculum to suit the needs of every student irrespective of their diversities in many aspects. Constructive approach must be followed in learning as a part of the curriculum. Situations and opportunities need to be created in the context of classrooms for the students in order to respond to the challenges, encourage individual to show creativity, develop problem solving approach and actively participate in society.

Curricular Area, School Stages and Assessment:

Let us discuss the core subjects included in the curricular areas as well as the related discipline areas:

Language

To develop speaking, listening, reading and writing skills among the learners across the school subjects and the disciplines. Their foundation role in children's construction of knowledge right from elementary classes to senior secondary classes need to be recognized. A renewed effort should be made to implement the three-language formula, emphasizing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction. This includes tribal languages too. English needs to find its place along with other Indian languages.

Mathematics

In Mathematics, merely the 'knowledge' of Mathematics is not the main goal of teaching Mathematics. The teaching of Mathematics should enhance children's ability to think and reason, to visualize and handle abstractions and to formulate and solve problems. Access to quality Mathematics education is the right of every child.

Science

Content, process and language of Science teaching must be commensurate with the learner's age-range and cognitive reach. Science teaching should engage the learners in acquiring methods and processes that will nurture their curiosity and creativity, particularly in relation to the environment and it should be placed in the wider context of children's environment to equip them with the requisite knowledge and skills to enter the world of work. Awareness of environmental concerns must be integrated in the entire school curriculum.

Social Sciences

Social science content needs to focus on conceptual understanding rather than lining up facts to be memorized for examination and should equip children with the ability to think independently and reflect critically on

social issues. Interdisciplinary approaches are to be used to promote key national concerns such as gender, justice, human rights, and sensitivity toward marginalized groups and minorities. Civics should be recast as Political Science, and the significance of History as a shaping influence on the children's conception of the past and civic identity should be recognized.

Work

School curricula from the pre-primary stage to the senior secondary stage need to be reconstructed to realize the pedagogic potential of work as a pedagogic medium in knowledge acquisition, developing values and multiple-skill formation.

Art

Folk and classical forms of Music and Dance, Visual Arts, Puppetry, Clay Work, Theatre Art and Heritage Crafts should be recognized as integral components of the school curriculum. Awareness of their relevance to personal, social, economic and aesthetic needs should be built among parents, school authorities and administrators. The arts should comprise a subject at every stage of school education.

Peace

Peace-oriented values should be promoted in all subjects throughout the school years with the help of relevant activities. Peace education should form a component of teacher education.

Yoga, Health and Physical Education

It is very important for the overall development of learners. Through health and physical education programmes (including yoga), it may be possible to handle successfully the issues of enrolment, retention and completion of school.

Habitat and Learning

Environmental education may be best pursued by infusing the issues and concerns of the environment into the teaching of different disciplines at all levels, while ensuring that adequate time is earmarked for pertinent activities.

School and Classroom Environment

Availability of minimum infrastructure and material facilities, and support for planning a flexible daily schedule are critical for improved teacher performance. Specific activities ensuring participation of all children — able and disabled are essential conditions for learning by all. The value of self-discipline among learners through democratic functioning is as relevant as ever. Participation of community members in sharing knowledge and experience in a subject area helps in forging a partnership between school and community. Reconceptualization of learning resources in terms of textbooks focused on elaboration of concepts, activities, problems and exercises, encouraging reflective thinking and group work. Supplementary books, workbooks, teachers' handbooks, etc. based on fresh thinking and new perspectives need to be implemented. Decentralized planning of school calendar, daily schedule and autonomy for teacher professionalism practices are a basis for creating a learning environment.

Systematic Reforms

Quality concern, a key feature of systemic reform, implies the system's capacity to reform itself by enhancing its ability to remedy its own weaknesses and develop new capabilities. It is desirable to evolve a common school system to ensure comparable quality in different regions of the Country and also to ensure that when children of different backgrounds study together, it improves the overall quality of learning and enriches the school ethos. Reformulated teacher education programmes that place trust in the active involvement of learners in the process of knowledge construction; shared context of learning; teacher as a facilitator of knowledge construction; multidisciplinary nature of knowledge of teacher education; integration of theory and practice; and engagement with issues and concerns of contemporary Indian society from a critical perspective.

Check Your Progress 4

- Note:** i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

6. Explain the guiding principles of NCF, 2005.

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7. Analyse the systemic reforms in School education recommended by NCF, 2005.

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8.7 NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION, 2009

In light of the principles of National Curriculum Framework, 2005, and NCFTE, 2009, caters to the pedagogical and quality issues of teacher preparation on various Teacher Education Programmes, developed by NCTE. The focus of NCFTE, 2009, were as follows:

- NCTE had prepared a framework for teacher education, which is both contextual and in tune with the emerging concerns and imperatives of the changing perspectives of education at national as well as global level.
- In this framework, the emphasis is on changing context and stress to keep it open and flexible. Teacher education must have interrogative and eclectic approach.

- NCFTE acknowledges the diversity of learning spaces and curriculum sites, apart from the classroom. It also trusted that pedagogical knowledge has to constantly undergo adaptation to meet the need of diverse context through critical reflection by the teacher of individuals’ practices.
- Teacher education is a long and continuous process in which pre-service, in-service and continuing professional development of the teachers are the inseparable part.
- Shifting towards the use of critical pedagogy was suggested.
- Suggestions were made to integrate theory and practice in the subjects in curriculum.
- In the process of education and training observation, storytelling, analysis, critical enquiry, self-learning, reflection on practices, linking practices to concepts etc. are highlighted. Need for enhancing language competence and communication skill is also felt.
- Emphasis has been given on teacher as a reflective practitioner.
- Both qualitative and quantitative evaluation and measurement procedures are highlighted.
- Modern teaching approaches such as constructivism, comprehensive learning, contextual pedagogy and ICT integration need to be highlighted.

Check Your Progress 5

- Note:** i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

8. Critically analyze NCFTE, 2009.

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8.8 EDUCATION IN SEVENTH TO TWELFTH FIVE YEAR PLANS

In last Unit, you have studied the planning and implementation of the schemes and policies of education discussed in 4th, 5th, and 6th Five Year Plans. In this section, we will analyse the 7th to 12th Five Year Plan, especially in view of development of education.

8.8.1 7th Five Year Plan (1985-1990)

- Recommended Universalization of Elementary Education up to the age group of 6 to 14.

- Suggested for introducing modern curricula and distance education programme for Secondary Education. Socially Useful Productive Work is also the focused point.
- Technical and Science based education was suggested for promotion.
- Art, culture and language education needs to be promoted.

8.8.2 8th Five Year Plan, (1992-1997)

The 8th Five Year Plan's focus area on education was as follows:

- Suggestions for statutory status for NCTE and development of quality Teacher Education programme.
- Relation to adult education programme, Literacy Mission launched in 345 Districts of the Country to attend total literacy with special focus on SCs, STs and OBCs.
- Suggestion the expansion of secondary education with qualitative improvement.
- Suggestion to accommodate 20% of the school passing out students in vocational courses. Special focus was given to paramedical vocational course.
- Government is to establish Navodaya Vidyalaya in each district of the country.
- Improvement in the quality and consolidation continues to be the main concern in the field of Higher Education.
- Suggestion for implementation of the three language formula in a uniform manner. Recommended 100 % financial assistance for appointment of teachers and training of modern Indian language teachers in Hindi speaking States were envisaged.

8.8.3 9th Five Year Plan, (1997-2002)

The recommendations of 9th Five Year Plan were as follows:

- Recommended to combine Pre-School and primary level methodologies along with health and nutritional concerns needed for the children, suggested to strengthen the NCERT, and SCERT to conduct research, training programme and extension activities for ECE.
- Suggested broader approach for strengthening elementary education by mobilizing community support for school improvement Programme from very bottom level.
- Suggested new initiatives for the North-Eastern States by offering diploma programme by Indira Gandhi National Open University and establishment of DIETs, CTEs, IASEs, and SCERTs.
- Provisions for alternative education for those students who are dropout, working Children, Girls, Migrated Population and other similar groups.
- Major steps like revision of the curricula with the help of NCERT and SCERT provision for vocational education, distance education and

Teaching of Mathematics, Science and Computer Education were taken for Secondary education. Providing hostel Facility for Girls, to the minorities and accommodating the person with disability in the main stream of education were the other plans in the action.

- Action plan for University and Higher education like: improving the relevance and quality of vocational education, faculty development, use of media and education technology, structural arrangement in the curriculum, access and equality linking the changes, mobilization of resources and performance and accountability were suggested.
- Free education for girls was also implemented.

8.8.4 10th Five Year Plan (2002-2007)

The focus of the overall development programme of 10th FYP has shifted from mere expansion of services and goods to growth of per-capita income. In education, Common School system was emphasized. In Elementary education, universalization of enrollment, universal achievement, maintaining equity and equality, etc. were emphasized. In secondary education, major emphasis was given on decentralization of school management. Focus was also on development of electronic management of information system.

8.8.5 11th Five Year Plan (2007-2012)

The 11th Five Year Plan presents a comprehensive strategy for strengthening the education sector, covering all segments of education pyramid.

- It was targeted that under the Sarva Shiksha Abhiyan (SSA), dropout rates for both boys and girls of all social groups should be reduced.
- Initiatives were taken for expansion of Secondary education with public and private effort. Efforts were made to strengthen upper primary with Secondary school education.
- Special attention was made to devise innovative ways of modernizing the ITIs and increasing their number. ITIs in India typically cater to around 40 skills compared with 4,000 in China at that time.
- It was observed that only 10% of the relevant age group students in India go to the Universities whereas in many developing countries, the figure was between 20 to 25 percent. The 11th Plan must undertake a major effort to expand and improve the quality of higher education system.

8.8.6 12th Five Year Plan (2012-2017)

The recommendations of 12th Five Year Plan on education were as follows:

It was observed that during the Eleventh Plan period (2007–2012), India achieved a Gross Enrollment Ratio (GER) of 17.9% up from 12.3% at the beginning of the Plan period.

It was noted that India's Higher Education system faces the challenges as follows:

Expansion:

- India's GER of 16% was much below the world average of 27%, as well as that of other emerging countries such as China (26%) and Brazil (36%) in 2010.

Excellence:

- Faculty shortage - there are 40% and 35% shortage of faculty in State and Central Universities, respectively.
- The performance of 62% of Universities was average and 90% of Colleges were below average in 2010, on the basis of their NAAC accreditation.
- India's relative citation impact on research and other publications were half the world average.

Equity:

There is wide disparity in the GER of higher education across the States and the Gross Attendance Ratio (GAR) in urban and rural areas, gender and Community wise were as follows:

- Inter-State disparity - 47.9% in Delhi vs. 9% in Assam.
- Urban-rural divide - 30% in urban areas vs. 11.1% in rural areas.
- Differences across communities - 14.8% for OBCs, 11.6% for SCs, 7.7% for STs and 9.6% for Muslims.
- Gender disparity - 15.2% for females vs. 19% for males.

The other recommendations were as follows:

- Ensuring free admissions to meritorious students.
- Entail to aligning different aspects of education (curriculum, faculty, etc.) to international standards.
- Creating adequate means of research funding and practical application of research.
- Creating a conducive environment and providing incentives to attract and retain high quality faculty.
- Leveraging technology for enhancing the teaching-learning experience to ensure better outcomes.
- Making education-industry driven and practical to ensure highly employable talent pool.
- Twelfth Plan period, provided the Government to create an enabling regulatory environment and put in place robust implementation, monitoring and quality assurance mechanisms.

Check Your Progress 6

- Note:** i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

9. Discuss the main features of 12th Five Year Plan.

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8.9 LET US SUM UP

As per the objectives of the Unit, discussions were initially started by illustrating an overview of the basic features of National Policy on Education, 1986. It was further concluded by discussing the recommendations of the basic features of modified National Policy on Education, 1992.

The recent development in education was the important aspect of discussion in this Unit. The recommendations of National Knowledge Commission to the Nation starting from School Education to Higher and Technical Education was the main focus to understand the access, equity & equality, and quality in education at all the stages. Further, the Unit reflected on curriculum and other important pedagogical issues and the shifting of the perspectives and context of education in School and Teacher Education by analyzing the important documents of NCF, 2005, as well as NCFTE, 2009. The Unit concludes with critically analyzing the recommendations and implementation strategies of education at various stages stated from 7th to 12th Five Year Plans.

8.10 SUGGESTED READINGS AND REFERENCES

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[Note: The content of the Unit have been developed by referring the reports of National Policy on Education, 1986, Revised National Policy on Education, 1992; and 7th to 12th Five Year Plans available in Govt. of India website. The content relating to National Curriculum Framework, 2005, and National Curriculum Framework for Teacher Education, 2009, have been developed by referring the documents available in NCERT and NCTE respectively.]

8.10 ANSWERS TO CHECK YOUR PROGRESS

1. Self-exercise.
2. Recommendation was made to give constitutional status to NCTE, establishment of DIETs, CTEs, and IASEs.
3. Mother tongue / Regional Language; National Language (Hindi); Modern Language (English).

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4. Knowledge pentagon includes access to knowledge, knowledge concepts, knowledge creating, knowledge application, and knowledge services.
5. Self-exercise.
6. Connecting knowledge to life outside the school ensuring that learning shifted from rote methods to understanding the concept, making examination more flexible and integrating them with classroom life and nurturing and overriding informant by caring concerns within the democratic polity of the Country.
7. Implementing pedagogical shifting of school education concepts, perspectives and context of education in school curriculum.
8. Self-exercise.
9. Expansion, excellence, and equity at all stages of education.

