



Department of Distance Education

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**Paper : IX (Educational Planning
and Policy in Contemporary India)**

Unit: II

Medium : English

Lesson No.

- 2.1 : The Indian Education Commission (1964-66)
- 2.2 : Recommendations of National Education Policy 2020
- 2.3 : Recommendations of National Knowledge Commission (2005)
- 2.4 : Birla Ambani report on Privatization of higher Education
- 2.5 : Skill Development mission (2014) :

Department website : www.pbide.org

The Indian Education Commission (1964-66)

Structure :

- 2.1.1 Objectives
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- 2.1.3 Aims of Indian Education Commission
 - 2.1.3.1 Education and National Objectives
 - 2.1.3.2 Educational Structure and Standard
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- 2.1.5 Suggested Questions
- 2.1.6 Suggested Readings and Web Sources

2.1.1 Objectives :

After reading this lesson the students will be able to know about the :

- * Indian Education Commission (1964-66).
- * Aims of Indian Education Commission.
- * Education Ladder
- * Teacher Education and Adult Education.

2.1.2 Introduction :

The main purpose of setting up this commission was to study the various problems of education in the country to evolve a National System of Education. This commission was appointed on July 14, 1964 under the chairmanship of Dr. D.S. Kothari, Chairman, University Grants Commission, New Delhi. The commission began its task on October 2, 1964 and submitted its report on June 29, 1966 to the Union Education Minister.

2.1.3 Aims of Indian Education Commission :

The commission studied the problems of education in India and submitted its 1600-page report to Education Minister of India.

The commission asserted that the progress of the country development of finance, social security and welfare activities can be ensured only through education. Therefore, the commission recommended that education should be given highest priority in any scheme of national development.

2.1.3.1 Education and National Objectives :

Education should be in accordance with the life and needs of the person so that national objectives may be achieved. Following are the five objectives which should be achieved through a five point programme :

- (i) Increase in Production
- (ii) Social and national integration.
- (iii) Consolidation of democracy.
- (iv) Speeding the process of modernisation.
- (v) To build the character through the development of social and spiritual values.

2.1.3.2 Educational structure and standard :

General Education should last for a period of 10 years : four years of lower primary, three years of higher primary and three years of lower secondary education. Prior to general education primary education should be given from 1 to 3 years. The commission recommended that the Graduate course should be extended from 2 to 3 years.

2.1.3.3 Equalisation of Educational opportunities :

In India two types of inequalities are found in the field of education :

- (a) In the education of boys and girls
- (b) In the education of developed and backward classes.

In order to remove these inequalities, lower secondary education should be made free and there after in the period of 10 years, higher secondary and university education should be given free to the poor and meritorious students. The cost of education has to be reduced. In the libraries of educational institution, sufficient number of text-books should be kept and meritorious students should be granted financial help to help them purchase books.

Fifteen percent students should be granted scholarships at secondary education stage and by 1976, fifteen percent students of pre-graduate courses should be granted scholarships. This percentage should be increased to 25 by the year 1986. A system of university scholarship should be started, 500 scholarships should be granted to the students, who should be selected to receive education in foreign countries.

2.1.3.4 Expansion of school education :

School education needs to be greatly expanded. Centres should be opened in each district and state. Managers of the private schools be encouraged to expand primary education by the year 1975-76 and by the year 1985-86 provision should be made for primary education to all the boys and girls upto the age of five and seven respectively. Twenty percent and 50 percent of the students at Lower secondary stage and higher secondary stage respectively be given professional education. The number of students should be regulated at this stage.

2.1.3.5 School Curriculum :

To remove the defects of the prevalent curriculum of the schools, the commission made the following curriculum plan for different classes :

1. Lower Primary (Class I to IV)
 - (i) One Language (mother tongue or regional language)
 - (ii) Mathematics.
 - (iii) Study of environment-science and social studies should be taught in class III and IV.
 - (iv) Creative activities.
 - (v) Work-experience and social service.
 - (vi) Health education.
2. Higher Primary (Class V to VII)
 - (i) Two languages :
 - (a) Mother tongue or regional language.
 - (b) Hindi or English.
 - (ii) Mathematics.
 - (iii) Science.
 - (iv) Social Studies or History, Geography and Civics.
 - (v) Art.
 - (vi) Work-experience and social service.
 - (vii) Physical education.
 - (viii) Education on moral and spiritual values.
3. Lower Secondary (Class VIII to X)
 - (i) Three languages in non-Hindi speaking areas, generally there should be the following languages :
 - (a) Mother languages or regional language.
 - (b) Hindi in higher or lower standard.
 - (c) English in higher or lower standard.

In the Hindi speaking areas, generally there should be the following languages :

- (a) Mother languages or regional language.
- (b) English (or Hindi if English has been taken as mother tongue.)
- (c) One modern Indian languages besides Hindi.
- (ii) Mathematics.
- (iii) Science.
- (iv) History, Geography and Civics.
- (v) Art.
- (vi) Work-experience and social service.
- (vii) Physical education.

- (viii) Education of moral and spiritual values.
4. Higher Secondary (XI to XII Class)
- (i) Any two languages which should include any modern Indian language, any modern foreign and any classical language.
 - (ii) Any three subjects to be selected from the following subjects :
 - (a) One additional language.
 - (b) History.
 - (c) Geography.
 - (d) Economics.
 - (e) Logic.
 - (f) Psychology.
 - (g) Sociology.
 - (h) Art.
 - (i) Physics.
 - (j) Mathematics.
 - (k) Biology.
 - (l) Geology.
 - (m) Home Science.
 - (iii) Work experience and social service.
 - (iv) Physical education.
 - (v) Art and craft.
 - (vi) Education in moral and spiritual values.

2.1.3.6 School Administration and Supervision :

According to the commission administration should be kept separate to the supervision and teaching, Provision should be made for common school system of public education. For administrative purposes, upto district stage administration should be in the hands of District School Board. In Secondary schools work of supervision should be conducted by Education Department. A State Board of Schools should be established in each state in order to perform the work of prevalent Secondary Education Board. A National Board of Education should be established in the Ministry of Education in order to advise the Government in regard to school education.

2.1.3.7 Higher Education :

The U.G.C. should develop six universities from among the existing universities into major universities where best type of graduation, teaching and research work should be performed. Clusters of advance courses should be started in each university. The teachers imparting education in universities and schools should be sent to major universities to acquire knowledge related to their subjects. During the session, the teachers as well as students should not be allowed to leave one institution and join the other institution. The system of selective

admission should be adopted in order to admit students in the university. Regional language should be the medium of the pre-graduate courses. The examiners should be given remuneration for examining the answer-books. Wherever there are degree colleges, they should be organised into Universities.

2.1.3.8 Teacher Status :

It is necessary to improve the economic, social and professional status of the teacher. The scale of pay of teachers of Government and non-government schools should be the same. A suitable increase should be allowed in the scales of the pay of teacher. The following scales of pay to teacher at different stages of education are recommended :

Scales of Pay of Teachers		
Teachers	Pay	
1. Secondary Course passed, Untrained teachers of primary school.	Minimum Salary	Rs. 100/-
2. Above mentioned teachers after 5 years of service.	Minimum Salary	Rs. 125/-
3. Secondary course passed and trained (having completed two years training course) teachers of primary schools.	Minimum Salary	Rs. 125/-
4. Above mentioned teachers after 5 years of service.	Minimum Salary	Rs. 150/-
5. Teachers having passed Secondary course and two year's training.	Minimum Salary	Rs. 150/-
6. Above mentioned teachers after 20 years of service.	Minimum Salary	Rs. 250/-
7. 15 per cent teachers selected from category 6	Minimum Salary	Rs. 250/- 300/-
8. Graduate having completed one year's training course	Minimum Salary	Rs. 220/-
9. Above mentioned teachers after 20 years of service.	Minimum Salary	Rs. 400/-

10. 15 per cent teachers selected from category 9.	Minimum Salary	Rs. 400/- 600/-
11. Untrained graduates so long as they do not complete their training	Minimum Salary	Rs. 220/-
12. Teachers working in Secondary schools conducting graduate course.	Minimum Salary	Rs. 300/- 600/-
13. Above mentioned teachers after completing their training.	One year's increment in their existing salary	
14. Heads of the Secondary Schools.	Their salaries will depend upon their respective abilities and size of the schools.	
15. Teachers of affiliated Colleges.	1. Lecturer Jr. Scale 400-25-600. 2. Lecturer Sr. Scale 400-30-640-40-800 3. Sr. Lecturer or Reader 700-40-1100 4. Principal I. 700-40-1100 II. 800-50-1500 III. 1000-50-1500	
16. University teachers.	1. Lecturer 400-40-800-50-950 2. Reader 700-50-1250 3. Professor 1000-50-1300-90-1600	

There should be no discrimination and distinction between the teachers of Government and non-Government schools in regard to pay scales and conditions of service. Proper facilities of residence etc., should be provided to the teachers working in the rural areas.

2.1.3.8 Adult Education :

According to Kothari commission, the education of adult is of special importance for the security and progress of the nation. The Commission suggested that illiteracy should be ended in all the corners of India within a period of 20 years. To achieve this, schools should be converted into the centres of community life. Comparatively more efforts should be made in the rural areas to end the

illiteracy. The curriculum of the educational institutions should be organised in such a way that the adults may acquire general knowledge and experience. The Commission recommended the start of correspondence courses for the expansion of adult education. Libraries also have special importance in this connection. The Advisory Committee on Library's suggestion was that a net-work of libraries should be spread throughout the country, it should be implemented vigorously. The newly literate persons should be supplied with books and other materials according to their interests. The programmes for teaching the adults should be organised in the universities also. For organisation and administration of adult education, a National Board of Adult Education should be established. Such Board should also be established in the national level and district level.

2.1.4 Questions for Self Evaluation :

1. The I.E.C. was established on July 14, 1964. Yes/No
2. The Chairman of the Commission was Dr. D.S. Kothari. Yes/No
3. The main purpose of this commission was to study the various problems of education and to suggest ways for improvement. Yes/No
4. The I.E.C. gave importance to school education as well as higher education. Yes/No
5. I.E.C. suggested only English language at lower primary classes. Yes/No
6. I.E.C. suggested 2 languages for higher primary & 3 languages for lower secondary classes. Yes/No

Answer Key : 1(Yes), 2(Yes), 3(Yes), 4(Yes), 5(No), 6(Yes)

2.1.5 Suggested Questions :

1. How has the Education Commission of 1964-66 viewed education as a means of national development ? Explain.
2. Discuss the recommendations of the Kothari Commission for reforms of secondary education.
3. Describe the recommendations of the commission for improvement of teacher education.

2.1.6 Suggested Readings and Web Sources :

1. Aggarwal, J.C. : Landmarks in the History of Modern Indian Education.
2. Govt. of India : Kothari Education Commission Report.
3. Rai, B.C. : History of Indian Education.
4. Rawat, P.L. : History of Indian Education.

Web Sources :

1. www.answers.com
2. www.thefreedictionary.com

Recommendation of NPE 2020

2.2.1 Objectives

2.2.2 Introduction

2.2.3 Principal of NPE

2.2.4 Recommendation of NPE

2.2.4.1 School Education

2.2.4.2 Teacher Education

2.2.4.3 Higher Education

2.2.4.4 Vocational Education

2.2.4.5 Adult Education

2.2.4.6 Online Digital Education

2.2.5 Summary

2.2.6 The Future Success

2.2.7 Conclusion

2.2.8 Suggested questions

2.2.9 Suggested Readings

2.2.1 Objective of Lesions: - After reading this lesson students will be able to.

(A) To Know Concept of NPE 2020.

- (C) Define recommendation of NPE.
- (D) Explain relevance of NPE in life of students.

2.2.2 Introduction

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and under represented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy.

2.2.3 Principles of 2020 Policy

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper.

1. Recognizing, identifying, and fostering the unique capabilities of every student.
2. Highest priority to achieving Foundational Literacy and Numeracy by all students by Grade.
3. Flexibility must be insuring so, that learners have the ability to choose their own paths in life according to their talents and interests.
4. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic stream.
5. Multidisciplinary and a holistic education in order to ensure the unity and integrity of all knowledge.
6. Emphasis on conceptual understanding rather than rote learning.
7. Creativity and critical thinking to encourage logical decision-making and innovation.

8. Ethics and Constitutional values like empathy, respect for others, cleanliness must be insured.
9. Insure to Promoting multi lingualism and the power of language in teaching and learning.
10. Insure life skills such as communication, cooperation, teamwork, and resilience.
11. Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture'.
12. Extensive use of technology in teaching and learning.
13. Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject.
14. Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system.
15. Access to quality education must be considered a basic right of every child.

2.2.4 Recommendation of National Policy of Education (NPE)2020

This National Education Policy envisions on providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum of institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values.

2.2.4.1 SCHOOL EDUCATION

This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18. Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class one begins at age six. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age three is also included, which is aimed at promoting better overall learning, development, and well-being.

1. Early Childhood Care and Education (ECCE): The Foundation of Learning

Over 85 percent of a child's cumulative brain development occurs prior to the age of six. Presently, quality Early Childhood Care and Education is not available to cores of young children. Strong investment in Early Childhood Care and Education has the potential to give all young children such access. It should be achieved no later than 2030, to ensure that all students entering Grade one are school ready.

2. Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels

There are two overall initiatives that will be undertaken to bring children who

have dropped out back to school and to prevent further children from dropping out. The first is to provide effective and sufficient infrastructure. Besides providing regular trained teachers at each stage, special care shall be taken to ensure that no school remains deficient on infrastructure support. The credibility of Government schools shall be re-established, building additional quality schools, providing safe and practical conveyances, especially for the girl children.

3. Curriculum and Pedagogy in Schools

- **Restructuring school curriculum and pedagogy in a new 5+3+3+4 design**

The curricular and pedagogical structure of school education will be reconfigured to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. It will be consisting of the Foundational Stage (in two parts, that is, 3 years of pre-school + 2 years in primary school in Grades 1-2, Preparatory Stage 3-5, Middle Stage 6-8, Secondary Stage 9-12 covering ages 14-18. The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE. The Preparatory Stage will comprise three years of education building on the play, discovery, and activity. It will lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics. The Middle Stage will comprise three years of education, with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject. The Secondary Stage will comprise of four years of multidisciplinary study, with greater depth, greater critical thinking, and greater attention to life aspirations, greater flexibility and student choice of subjects.

- **Holistic development of learners**

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills.

- **Reduce curriculum content to enhance essential learning and critical thinking**

Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.

- **Experiential learning**

In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, explorations of relations among different subjects. Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc.

- **Empower students through flexibility in course choices**

Students will be given increased flexibility and choice of subjects to study, particularly in secondary school including subjects in physical education, the arts and crafts, and vocational skills. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. There will be no hard separation among curricular among humanities and sciences or between vocational or academic streams. Each of the four stages of school education, in accordance with what may be possible in different regions in order to allow an exposure to more subjects and enable greater flexibility.

- **Multilingualism and the power of language**

It is well understood that young children learn and grasp nontrivial concepts more quickly in their home language/mother tongue. Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible. This will be followed by both public and private schools. High-quality textbooks, including in science, will be made available in home languages/mother tongue. The three-language formula will continue to be implemented. The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India. In particular, students who wish to change one or more of the three languages they are studying may do so in Grade six or seven.

- **Curricular Integration of Essential Subjects, Skills, and Capacities**

While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. In addition to proficiency in languages, these skills include: scientific temper and evidence-based thinking, creativity, art, and written communication.

- **National Textbooks with Local Content and Flavor**

The reduction in content and increased flexibility of school curriculum - and the renewed emphasis on constructive rather than rote learning - must be accompanied by parallel changes in school textbooks. All textbooks shall aim to contain the essential core material. Where possible, schools and teachers will also have choices in the textbooks they employ.

- **Transforming Assessment for Student Development**

The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, and promotes learning and development for our students. It is test higher-order skills, such as analysis, critical thinking, and conceptual clarity.

- **Support for Gifted Students/Students with Special Talents**

There are innate talents in every student, which must be discovered, nurtured, fostered, and developed. Those students that show particularly strong interests and capacities in a given realm must be encouraged to pursue that realm beyond the general school curriculum. Teachers will aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement. Topic-centered and Project-based Clubs and Circles will be encouraged and supported at the levels of schools, school complexes, districts, and beyond. Along these lines, high-quality national residential summer programmers for secondary school students in various subjects will also be encouraged, with a rigorous merit-based but equitable admission process to attract the very best students and teachers from across the country including from socio-economically disadvantaged groups.

2.2.4.2 Teachers

Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. The quality of teacher education, recruitment,

deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession.

- **Recruitment and Deployment**

To ensure that outstanding students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for studying quality four-year integrated B.Ed. programmes. Such scholarships will provide local job opportunities to local students, especially female students, so that these students serve as local-area role models. Incentives will be provided for teachers to take up teaching jobs in rural areas, especially in areas that are currently facing acute shortage of quality teachers. The harmful practice of excessive teacher transfers will be halted, so that students have continuity in their role models and educational environments. Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy.

- **Service Environment and Culture**

The primary goal of overhauling the service environment and culture of schools will be to maximize the ability of teachers to do their jobs effectively, and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, all of whom share a common goal: to ensure that our children are learning.

- **Continuous Professional Development (CPD)**

Will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills.

- **Career Management and Progression (CMP)**

Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. A system of multiple parameters for proper assessment of performance will be developed for the same by

State/UT Governments that is based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community. Further, it will be ensured that career growth is available to teachers within a single school stage and that there is no career progression-related incentive to move from being teachers in early stages to later stages or vice versa, this is to support the fact that all stages of school education will require the highest-quality teachers, and no stage will be considered more important than any other.

- **Professional Standards for Teachers**

A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2020, by the National Council for Teacher Education in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage.

- **Special educators**

There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children.

- **Approach to Teacher Education**

Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education. By 2030, the minimum degree qualification for teaching will be a four year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor's Degrees in other specialized subjects. These B.Ed. programmes may also be suitably adapted as one year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary

Bachelor's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4 four year integrated B.Ed. programmes

- **Standard-setting and Accreditation for School Education**

The goal of the school education regulatory system must be to continually improve educational outcomes; it must not overly restrict schools, prevent innovation, or demoralize teachers, principals, and students. All in all, regulation must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their very best, while ensuring the integrity of the system through the enforcement of complete transparency and full public disclosure of all finances, procedures, and educational outcomes.

Public and private schools (except the schools that are managed/aided/controlled by the Central government) will be assessed and accredited on the same criteria, benchmarks, and processes, emphasizing online and offline public disclosure and transparency, so as to ensure that public-spirited private schools are encouraged and not stifled in any way. Private philanthropic efforts for quality education will be encouraged - thereby affirming the public-good nature of education - while protecting parents and communities from arbitrary increases in tuition fees. This review will aim to ensure that all students, particularly students from underprivileged and disadvantaged sections, shall have universal, free and compulsory access to high-quality and equitable schooling from early childhood care and education.

2.2.4.3 HIGHER EDUCATION

Quality of higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service. The following key changes to the current system of higher education:

- (a) Moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in every district.
- (b) Moving towards a more multidisciplinary undergraduate education.
- (c) Moving towards faculty and institutional autonomy.

- (e) Reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research and service.
- (f) Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges.
- (g) Governance of HEIs by high qualified independent boards having academic and administrative autonomy;
- (h) “Light but tight” regulation by a single regulator for higher education.
- (I) Increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

1. Institutional Restructuring and Consolidation

The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and hubs. This vision of higher education will require, in particular, a new conceptual perception for what constitutes a higher education institution (HEI), i.e., a university or a college. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement.

2. Towards a More Holistic and Multidisciplinary Education

Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently showed positive learning outcomes, besides general engagement and enjoyment of learning.

3. Optimal Learning Environments and Support for Students

To promote creativity, institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education. Accordingly, curriculum and pedagogy will be designed by institutions and motivated faculty to ensure a stimulating and engaging learning experience for all students. All assessment systems shall also be decided by the HEI, including those that lead to final certification. HEIs shall move to a criterion-based

grading system that assesses student achievement based on the learning goals for each programmer, making the system fairer and outcomes more comparable.

4. Internationalization

India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru. An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad. Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated. High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India.

5. Student Activity and Participation

Students are the prime stakeholders in the education system. Vibrant campus life is essential for high-quality teaching-learning processes. Towards this end, students will be given plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. In every education institution, there shall be counseling systems for handling stress and emotional adjustments. Furthermore, a systematized arrangement shall be created to provide the requisite support to students from rural backgrounds, including increasing hostel facilities as needed. All HEIs will ensure quality medical facilities for all students in their institutions.

6. Financial support for students

Financial assistance to students shall be made available through various measures. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

7. Motivated, Energized, and Capable Faculty

As the most basic step, all HEIs will be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses. Every classroom shall have access to the latest educational technology that enables better learning experiences.

8. Equity and Inclusion in Higher Education

There are certain facets of exclusion, that are particular to or substantially more intense in higher education. These must be addressed specifically, and include lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, admission processes, geographical and language barriers, poor employability potential of many higher education programmes, and lack of appropriate student support mechanisms.

9. Teacher Education

According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.

10. Effective Governance and Leadership for Higher Education Institutions

Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of fifteen years, all higher education institutions in India will aim to become independent self-governing institutions pursuing innovation and excellence. Measures will be taken at all higher education institutions to ensure leadership of the highest quality and promote an institutional culture of excellence. It is envisaged that all will be higher education institutions incentivized, supported, and mentored during this process.

2.2.4.4 VOCATIONAL EDUCATION

Vocational education is based on occupation and employment, and having a good vocational education system is essential for every country. It can be characterized as a type of education that focuses on a specific ability. Vocational education is beneficial in a number of ways. Vocational Education is also known as career and technical education and vocational education and training. It prepares people for specific trades, crafts and careers at various levels in all spheres of life. It involves various practical activities. It is sometimes referred as technical education because the trainee directly develops expertise in a particular group of techniques. Vocational education consists basically of practical courses through which one gains skills and experience directly linked to a career in future. It helps students to be skilled and in turn, offers better employment opportunities.

Need of Vocational Education

Vocational or skills-based education is becoming more and more important today, with many employers expecting new employees to have all the practical skills they need to start work and also for those who have to support their families immediately after senior secondary education. Vocational courses are typically more practical and skills-based than academic degrees, but they are often taught at universities as well as colleges and technical institutes. Vocational education has to be viewed from different multi-layered practices. One is of course the hands on training component. If you know exactly what you want to do in your career and it requires practical skills, then vocational learning is important. It could be hospitality and tourism, retail management, software development or interior design.

Problems for Vocational Education

Through, the study of the prevalent Vocational Education System in India the following problem areas have been identified -:

- 1) There is a high drop-out rate at Secondary level.
- 2) Vocational Education is presently offered at Grade 11th and 12th.
- 3) Private Industry Participation is lacking.
- 4) Less number of Vocational Institutes in the country.
- 5) Not adequate number of trained faculty.
- 6) Vocationalization at all levels has not been successful.
- 7) Lacking of new sectors of vocational education and skills training.
- 8) Acute shortage of skilled instructors and teachers in the country.
- 9) Lack of opportunities for continuous skill up-gradation.
- 10) Current education system is non-responsive to the skill demands of the existing and future industry, leading to a supply-demand gap on various counts.
11. Outside the school system, relevant vocational training centers are ill-equipped to handle the demand and are accessible to only a selected number of students who have passed at least level 10th.

Recommendation of vocational education

According to the policy, by 2020, at least 50% of learners in the school and higher education systems will have had exposure to vocational education and skills.

- 1). Vision for balanced education: - No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.

- 2). Re-imagination of Vocational Education and sensitization for building competencies: - vocational education is perceived to be inferior to mainstream education this is a perception that affects the choices students make.
- 3). Inclusive, interdisciplinary and outcome: -based education- Integration of vocational education into higher education.
- 4) For 21-century capacity building: - A holistic and multidisciplinary education will help develop well-rounded individuals that possess critical 21st-century capacities in all fields and rigorous specialization in chosen fields.
- 5) School internships for skill appreciation and craft-centric learning: - Every student will take a fun course during Grades six to eight that gives a survey and hands-on experience of a sampling of important vocational crafts, electric work, metalwork, gardening, pottery making, etc.
- 6) Professional development of teachers: -A common guiding set of National Professional Standards for Teachers will be developed by 2020, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body.
- 8) Job market orientation with multiple-entry and exit options-The undergraduate degree will be of either three or four year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing one year in a field including vocational and professional areas and diploma after two years of study, Bachelor 's degree after a three year program.

2.2.4.5 ADULT EDUCATION

The opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally. At the level of society and the nation, literacy and basic education are powerful force multipliers which greatly enhance the success of all other developmental efforts. The abilities listed here are an illustrative list of outcomes to be achieved through adoption of innovative measures for Adult Education. Extensive field studies and analyses, both in India and across the world, clearly demonstrate that volunteerism and community involvement and mobilization are key success factors of adult literacy programmes, in conjunction with political will, organizational structure, proper planning, adequate financial support, and high-quality capacity building of

educators and volunteers. Successful literacy programmes result not only in the growth of literacy among adults, but also result in increased demand for education for all children in the community, as well as greater community contribution to positive social change. First, an outstanding adult education curriculum framework will be developed by a new and well-supported constituent body of the NCERT that is dedicated to adult education, so as to develop synergy with and build upon NCERT's existing expertise in establishing outstanding curricula for literacy, numeracy, basic education, vocational skills, and beyond. The curriculum framework for adult education will include at least five types of programmes, each with clearly defined outcomes: (a) critical life skills (b) vocational skills development (c) basic education (d) continuing education including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as critical life skills). The framework would keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children. Second, suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. Third, the instructors/educators will be required to deliver the curriculum framework to mature learners for all five types of adult education as described in the Adult Education Curriculum Framework. These instructors will be trained by the National, State, and district level resource support institutions to organize and lead learning activities at Adult Education Centers, as well as coordinate with volunteer instructors. Qualified community members including from HEIs as part of each HEI's mission to engage with their local communities will be encouraged and welcomed to take a short training course and volunteer, as adult literacy instructors service to the nation. States will also work with NGOs and other community organizations to enhance efforts towards literacy and adult education. Fourth, all efforts will be undertaken to ensure the participation of community members in adult education. Social workers/counselors travelling through their communities to track and ensure participation of non-enrolled students and dropouts will also be requested, during their travels, to gather data of parents, adolescents, and others interested in adult education opportunities both as learners and as teachers/tutors. Fifth, improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and educational institutions. This Policy recommends that all communities and educational institutions - schools, colleges, universities and public libraries - will be strengthened and modernized to ensure an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities

and other differently-abled persons. The Central and State governments will take steps to ensure that books are made accessible and affordable to all across the country including socio-economically disadvantaged areas as well as those living in rural and remote areas. Finally, technology will be leveraged to strengthen and even undertake the above initiatives. Quality technology-based options for adult learning such as apps, online courses/modules, satellite based TV channels, online books, and ICT-equipped libraries and Adult Education Centers. In many cases, quality adult education could thereby be conducted in an online or blended mode..

2.2.4.6 ONLINE DIGITAL

The advantages of online digital education, on the other hand, cannot be realised unless the digital gap is bridged by concerted initiatives like the Digital India campaign and the availability of inexpensive computer devices. It's critical that the employment of technology in online and digital education effectively addresses equality problems.

To be effective online educators, teachers must get appropriate training and development. A good teacher in a traditional classroom does not immediately translate to a good instructor in an online school. Aside from pedagogical modifications, online evaluations necessitate a different methodology. Conducting online exams at scale has a number of obstacles, including constraints on the sorts of questions that may be posed in an online context, dealing with network and power outages, and avoiding unethical tactics. Furthermore, unless online education is combined with experiential and activity-based learning, it will likely to become a one-dimensional learning experience. This Policy supports **the following important efforts** in light of the advent of digital technologies and the growing relevance of utilizing technology for teaching and learning at all levels from elementary to higher education:

- **Online education pilot studies:** Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, and others, will be identified to conduct a series of pilot studies in parallel to assess the benefits of integrating education with online education.
- **Digital infrastructure:** To address India's scale, variety, complexity, and device penetration, there is a need to invest in the establishment of open, interoperable, evolvable public digital infrastructure in the education sector that can be utilized by different platforms and point solutions.
- **Online teaching platform and tools:** Appropriate current e-learning systems, such as SWAYAM and DIKSHA, will be enhanced to offer teachers with an

organized, user-friendly, and comprehensive set of assistive tools for assessing learners' progress.

- **Material development, digital repository, and dissemination:** A digital repository of content will be built, with a clear public system for user reviews on efficacy and quality. This will include coursework creation, Learning Games and Simulations, Augmented Reality, and Virtual Reality.
- **Addressing the digital divide:** Because a significant portion of the population still lacks access to the internet, current mass media such as television, radio, and community radio will be heavily utilized for telecasts and broadcasts. Such instructional programmers will be provided 24 hours a day, seven days a week in a variety of languages to meet the diverse demands of the student population.
- **Virtual Laboratories:** Existing e-learning systems such as DIKSHA, SWAYAM, and SWAYAMPURABHA will be used to create virtual labs, ensuring that all students have equitable access to high-quality practical and hands-on experiment-based learning opportunities.
- **Teachers will get extensive training in learner-centered pedagogy:** as well as how to become high-quality online content developers using online teaching platforms and technologies. The teacher's role in promoting active student involvement with the topic and with one another will be emphasized.
- **Online assessment and examinations:** Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, the National Testing Agency, and other identified bodies, will design and implement assessment frameworks that include competency design, portfolio design, rubrics, standardized assessments, and assessment analytics. Studies will be conducted to test new approaches of assessing 21st-century competencies utilizing educational technology.
- **Blended learning models:** While digital learning and education are promoted, the necessity of face-to-face in-person learning is fully acknowledged. As a result, many effective blended learning models will be discovered for proper replication in various topics.
- **Setting standards:** As more research on online/digital education becomes available, NETF and other suitable entities will establish content, technological, and pedagogical standards for online/digital teaching-learning. These standards

will assist States, Boards, schools and school complexes, HEIs, and others in developing e-learning guidelines.

2.2.5 The Future Success

It is really very difficult to build a strong education system in modern time. Our main task is to strengthen the base of the pyramid which might touch to a number of people at the turn of the century. It should be important to ensure that, those at the top of the pyramid are among the best in the world. The main features of NPE 2020 that to improve the national system of education as well as vocational education, adult education and online digital education.

2.2.6 Conclusion

It can be said that National Education policy 2020 has been regarded as the magna carta of the education for years to come. This policy envisions on providing high quality education to all and making India a global knowledge superpower. The purpose of this policy to develop good human beings capable of rational thought and action, possessing compassion and scientific temper. Every century develops its education system to express and promote its unique socio-cultural identity. In this policy education is introduced in so many ways. Here it is mentioned, How to deal with Primary education, Higher Education. What steps we need to take or what is not is described have properly. This policy has been made keeping in mind all the requirements of teachers and to take education on the higher level all important steps should have been taken. So, that education could not be effected. This education policy is going to be very beneficial for all levels of education.

2.2.7 Summary

In this chapter we discuss the major recommendations of National Policy of Education 2020. The principles of Policy are recognizing, identifying and factoring the unique capabilities of every student. Policy recommended it should educational.

2.2.8 Suggested Questions

- What do you know about Indian Education Policy 2020? Explain its main recommendations.
- How can the standard of higher education be maintained as per Indian Education Policy?
- Review the recommendations made in the Indian Education Policy 2020 regarding vocational education.

- Describe the recommendations made under the Indian Education Policy 2020.

2.2.9 Suggested Readings

- 1) Educational Planning in India: J P Nayak
- 2) Planning and Administration : M.S.Sachdeva and Manjeet kaur
- 3) Government of India (2020) National Planning on Education 2020, New Delhi, MHRD.

Lesson No. 2.3

Structure

- 2.3.0 Objectives
- 2.3.1 Introduction
- 2.3.2 Recommendations of National Knowledge Commission
- 2.3.3 Conclusion
- 2.3.4 Suggested Questions
- 2.3.5 References

2.3.0 Objectives

- To know about National Knowledge Commission (NKC)
- To know about Policy Recommendations of NKC

2.3.1 Introduction

The Commission was set up on 2005 by Prime Minister Manmohan Singh to prepare a blue print to tap into the enormous reservoir of our knowledge base so that our people can confidently face challenges of the 21st century. Five key areas - Access, Concepts, Creation, Application and Services are the heart of NKC. NKC submitted a set of recommendations on School Education to the Prime Minister on 4 February 2002.3. The recommendations have been drafted after holding wide ranging consultations across the country with over 250 experts and stakeholders in the field of school education, including representatives of central and state governments, school administrators, teachers, personnel from DIETs and SCERTs, educationists, activists and members of NGOs/civil society organizations and private education providers. The proposals cover diverse concerns in school education, including resource allocation, mechanisms for improving & maintaining quality, pedagogy, curriculum & examinations, organizational & management issues, motivation & training of teachers and ensuring access for educationally backward categories.

2.3.2 Recommendations of National Knowledge Commission

Following are the main recommendations of the National Knowledge Commission (NKC) set up in 2005 under the chairmanship of Sam Pitroda:

- ❖ Setting up a National Commission on libraries.
- ❖ Provide impetus for developing translation as an industry.
- ❖ Teaching of English as a language should be introduced, along with the first language, starting from class I in school.

- ❖ Build a national knowledge network to connect 5,000 nodes across institutions.
- ❖ Central legislation is required to affirm the Right to Education.
- ❖ Place vocational education entirely under the Ministry of Human Resource Development.
- ❖ Create more universities.
- ❖ Change system of regulation for higher education.
- ❖ A National Science and Social Science Foundation to be established to suggest policy initiatives.
- ❖ Re-engineer government processes before computerization and develop common standards for services and transactions with citizens.

NKC recognizes that the primary responsibility for school education is borne by the State Governments and therefore any policy changes must be with the full participation and involvement of the States. Nevertheless, NKC believes that positive changes in systems of schooling will require the active involvement of the Central Government as well State Governments, not only in the matter of providing resources but also in promoting organizational and other changes.

NKC has a number of suggestions and recommendations covering the different aspects of school education, but the essential thrust can be summarized in terms of more resources, more decentralization and more flexibility. The detailed recommendations are written as follows. These important areas need possible intervention.

2.3.2.1 Central legislation for the Right to Education, backed by financial commitment

NKC endorses the speedy enactment of a central legislation that ensures the right of all children in the country to have good quality school education up to Class VIII, supported with financial commitments of the central and state governments. This needs substantially increased public spending for both elementary and secondary school education, which must be seen as a priority area for spending. Currently school education is highly segmented, even in government institutions, as a result of the parallel track of “education centers” in some states. These separate systems must be integrated to give all children access to schools of acceptable quality, which will obviously require additional spending.

2.3.2.2 More flexibility in disbursement of funds

NKC strongly recommends a system of funds transfer and accounting that will allow for regional and other differences as well as changing requirements over time, and thereby allow state governments to use the resources in the most effective way. There should also be greater flexibility in disbursing funds down to the school level and a greater degree of autonomy of local level management in the use of funds. The norms and rules should allow schools to adapt to local conditions and meet particular requirements of their students. The current norms for central government disbursement to states of funds, including for SarvaShikshaAbhiyan (SSA), the planned SUCCESS program for secondary education and other central schemes, are too rigid and must be made more flexible.

2.3.2.3 Decentralization and greater local autonomy

Community participation is an important instrument to ensure accountability and improve the day-to-day functioning of schools. This in turn means that the management of schools, including the use and management of funds, should be decentralized to local authorities as far as possible, whether they be Panchayats, Village Education Committees or Municipalities, and to School Boards that have representation of all stakeholders including parents.

2.3.2.4 Expansion of functional literacy

NKC would like to stress the continuing importance of a focus on expanding functional literacy among the population. Illiteracy remains a major problem, even among the age-group 15-35 years and therefore literacy programmes must be expanded rather than reduced and given a different focus that is directed towards improving life skills and meeting felt needs, especially among the youth.

2.3.2.5 Planning for school infrastructure

Land is an essential requirement of schools and this requirement is likely to increase in the near future given the expansion implied by demographic changes and need to ensure universal schooling. Therefore urban master plans and local development plans must explicitly incorporate the physical requirements for schooling, including provisions for playgrounds and other school facilities.

2.3.2.6 Enabling and regulating mechanisms for private schools

Since private schools play an important role in the provision of education, there is need for both enabling and regulating mechanisms to be developed and strengthened for them. There should be transparent, norm-based and straightforward procedures

for the recognition of private schools to reduce harassment and bureaucratic delay. There should also be transparent criteria as for the disbursement of aid from the government to some self-financing schools, especially those which cater to underprivileged children and clear norms with respect to the ability of school managements to raise resources from other sources. The monitoring of private schools, in terms of ensuring a transparent admissions process, regulation of fee structures, as well as meeting minimum set standards for quality of teaching and infrastructure, also requires attention. The possibility of greater exchange between schools, including mentoring of one school by another, should be allowed and encouraged.

2.3.2.7 Database on school education

Educational planning and monitoring are made much more difficult because of the lack of comprehensive and accurate data on schools, school-age children and actual attendance of both students and teachers. The collection and speedy dissemination of accurate and current data on schooling must be made a priority. It is necessary to create a complete database on schools and school-age children so as to track the actual coverage and quality of schooling at different levels, and to make it widely available in a timely manner. Such data collection may be made an essential part of the fund allocation for school education, with appropriate institutional mechanisms.

2.3.2.8 More co-ordination between departments

The multiplicity of management structures and government departments that currently governs schooling creates confusion, unnecessary replication and possibly inconsistent strategies across different schools. There must be greater co-ordination between different departments of government on school education policy, even while ensuring more autonomy to the local management of schools.

2.3.2.9 National evaluation body for monitoring quality

Educational administration also needs to be more conscious of actual learning outcomes at different levels, which will determine both policy and functioning. NKC therefore proposes a national evaluation body to monitor the quality of both government and private schools, using a results based monitoring framework based on a short list of monitor able criteria that include both process and outcome indicators.

2.3.2.10 Revamping school inspection

The system of school inspection needs to be revamped and revitalized, with a greater role for locals take holders and greater transparency in the system. The solution does not lie in simply expanding the system rather, we need to develop systems to ensure meaningful monitoring, including provision of greater facilities to school inspectors, a separation of inspection of qualitative and administrative aspects, transparency in the criteria of inspection, and greater involvement of local stakeholders.

2.3.2.11 Teachers and teacher training

Teachers are the single most important element of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to National Knowledge Commission restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. Non-teaching official duties such as electoral activities should not be allowed to interfere with the teaching process. Forums that allow and encourage teachers to exchange ideas, information and experiences including a web-based portal should be developed. At the same time, there should be transparent systems for ensuring accountability of school teachers. As far as possible, teachers should be recruited to particular schools. The training of teachers is a major area of concern at present, since both pre-service and in service training of school teachers is extremely inadequate and also poorly managed in most states. Pre-service training needs to be improved and differently regulated in both public and private institutions, while systems for in-service training require expansion and major reform that allows for greater flexibility.

2.3.2.12 Reforms in the curriculum and examination system

Curriculum reform remains a critically important issue in almost all schools. School education must be made more relevant to the lives of children. There is need to move away from rote-learning to understanding concepts, developing good comprehension and communication skills and learning how to access knowledge independently. This also requires substantial changes in the examination system, especially at Board level but also earlier.

2.3.2.13 Use of Information and Communication Technology

Wherever feasible, ICT should be made more accessible to teachers, students and administration for learning, training, research, administration, management, monitoring, etc. This requires the provision of more facilities such as computers as

well as connectivity and broadband facilities. Computer-aided learning also requires training of teachers and other staff in order to make the best use of the technology.

2.3.2.14 English language teaching

Proficiency in English is widely perceived as an important avenue for employment and upward mobility, which also greatly facilitates the pursuit of higher education. The incorporation of English into the curriculum through the teaching of English as a language in Class I and teaching of one other subject in English medium in later classes requires making pedagogical changes to contextualize language learning, increasing the availability of English language teachers and providing more bilingual and supplementary teaching materials. At the same time, multilinguality must be promoted and language issues must be explicitly taken on board in designing school curricula and methods of pedagogy.

2.3.2.15 Interventions to ensure access of educationally deprived categories

Special interventions are necessary to ensure greater access to education of educationally deprived categories, and some proposals for this are developed in more detail in the accompanying note. Obviously, specific measures are required to ensure greater enrolment and retention of girl students. Education of SC children must be a priority, which necessitates both flexibility of approach and avoidance of discrimination. The access of children from Scheduled Tribes requires more flexible and sensitive schooling strategies. Language issues must be explicitly taken on board in designing school curricula and methods of pedagogy. Special strategies are required to ensure greater access to schools for children in backward regions, remote locations and difficult terrains. Official strategies for ensuring better access of Muslim children to schooling are excessively focused on madrasas which cater to only a tiny minority of such children; the emphasis should be on creating enabling conditions for Muslim children in the general school system. Children of seasonal migrants require special conditions and efforts to ensure continuous access to schooling. Similarly, laboring children require incentives and bridge courses. The needs of physically disadvantaged children, as well as teachers, have to be factored in more thoroughly in provisions for school education.

2.3.3 CONCLUSION

It was realized by the commission that there is wide diversity across states in terms of progress towards achieving universal elementary education and also diversity within states with respect to the quality of school education. At the same time it was believed that these proposals, which require the active involvement of the central

government as well state governments, will go some way in terms of ensuring universal access to elementary education, wider access to secondary education as well as better quality and greater relevance of all schooling. Given the strong synergies between this and other areas such as libraries, translation, knowledge networks, etc., these suggestions should be seen in conjunction with other recommendations that have already been made in these other areas, as part of a systematic set of knowledge initiatives for the young.

2.3.4 Suggested Questions

1. What is National Knowledge Commission?
2. What are main recommendations of National Knowledge commission?

2.3.5 References:

National Knowledge Commission Report, 2008, published by National Knowledge Commission, Government of India

Birla - Ambani Report on Privatisation of Higher Education**Structure:**

- 2.4.1 Objectives
- 2.4.2 Introduction
- 2.4.3 Birla-Ambani Report on Privatisation of Higher Education
 - 2.4.3.1 Evolution of the Private Sector in Higher Education in India
 - 2.4.3.2 Public Universities and Private-Aided Colleges
 - 2.4.3.3 Privatisation of Public Institutions
 - 2.4.3.4 For-Profit Self-Financing Private Institutions
 - 2.4.3.5 From Self-Financing Private Colleges to Private Universities
- 2.4.4 Recommendations of Birla-Ambani Report on Privatisation of Higher Education
- 2.4.5 Summary
- 2.4.6 Questions for Self Evaluation
- 2.4.7 Suggested Questions
- 2.4.8 Suggested Books

2.4.1 Objectives

After studying this chapter you will be able to:

- Know the meaning of Privatisation of Higher Education
- Describe the Birla Ambani Report on Privatisation of Higher Education
- Summarize the recommendations of Birla Ambani Report on Privatisation of Higher Education

2.4.2 Introduction

Education imparts knowledge, skills and shapes values and attitudes. Education is vital for progress of a civil society. Education is universally recognized as an important investment in building human capital. Human capital affects growth in two ways. First, human capital levels act as a driver of technological innovation. Second, human capital stocks determine the speed of technology. It is now widely accepted that human capital and not physical capital, holds the key to persistent high growth in per capita income.

Education is becoming even more vital in the new world of information. Knowledge is rapidly replacing raw materials and labour as the most critical input for survival and success. Knowledge has become the new asset. More than half of GDP in the major Organisation for Economic Co-operation and Development (OECD) is now knowledge based. About two thirds of the future growth of world GDP is expected to

come from knowledge led businesses. This recognition increased the awareness regarding the economic value of institutions engaged in knowledge production and dissemination. Higher education institutions and their graduates became dearer to policy-makers and to corporate leaders. In many of the fast-growing emerging economies, the tertiary-level educated workforce has become a constraint for sustaining their growth rates and is investing more on higher education. The share of budgetary resources allocated to higher education increased in the developed countries in the 1990s and in many of the developing countries in this millennium. Consequently, the expansion of higher education became a global phenomenon experienced by all countries. Higher education is almost universalized in the developed countries, 'massified' in most of the middle-income countries, and growing at high rates in the less-developed countries. While the expansion of higher education is dependent heavily on public investment in the previous century, it relies considerably on non-public sources of funding in its current phase of expansion. The process of globalization of economic activities necessitated an expanded codification of knowledge, digitalization of information and its commodification and it increased the economic returns to investments in higher education. At present, there is a near unanimity on the need for enhanced investment in higher education even when opinions vary on sharing the financial responsibilities among public, private and household sectors. A common trend experienced in many countries is a shifting of the financial burden of seeking higher education from public to private sources.

2.4.3 Birla-Ambani Report on Privatisation of Higher Education

The private sector has grown in many countries and has certainly increased its role in higher education in a majority of the countries. Private sector has globally influenced the education sector. It is interesting to note that matured market economies have relied less on the market process to meet the expanding social demand for higher education than the developing countries where markets are poorly or less developed. Countries such as India follow a dual policy of relying on the public universities in core areas of research and development and on private institutions to meet the expanding social demand for higher education, especially in market-friendly study programmes such as technical and professional education. This results in an enhanced public investment and an increasing private share in higher education contributing to faster growth of the sector. Privatisation implies applying market principles to the functioning of public institutions of higher education. While the ownership and management of the institutions remain with the public authorities, the services provided by the institutions are priced. The price levied (for example, student fees) may be equivalent to the full cost or full cost-plus-profit in some instances. Privatization was very often facilitated by transferring the governance to public institutions (autonomy), with many of them becoming public enterprises venturing into cost-recovery, income generating and for-profit activities in public universities. The private sector, on the other hand, implies then on-State sector in higher education. The institutions are owned and operated by private individuals or agencies. In most cases, this sector does

not receive funding from the government and in any case, it does not rely on State funding for its growth and expansion, although at times they receive partial public funding support in some countries. Private higher education institutions can be universities or non-university institutions offering professional training courses. Private universities offer courses leading to a degree, while courses offered in other types of private higher education institutions very often lead to a certificate or a diploma. One of the earliest and most commonly used classifications of private higher education institutions is categorizing them into:

(a) Elite (b) Religious (c) Demand-absorbing

A more recent and modified categorisation by Daniel C. Levy is in terms of: (a) Elite and semi-elite, (b) Religious/ Cultural and (c) Non-elite and demand-absorbing. Most of the top ranking universities in the United States (US) are, in a sense, elite private institutions.

As per the QS world ranking of universities 2011, six US universities were listed in the top-10 category.¹ All of them (Harvard, Massachusetts Institute of Technology [MIT], Yale, Pennsylvania, Chicago, and Columbia) are private institutions. The top-ranking universities in other countries, very often, are public institutions. Many of the private higher education institutions are religion-based. While the Catholic Church dominated in the provision of private higher education in Latin America, Evangelical and Islamic faiths are common in Africa. Religious institutions are the fastest growing type of private higher education institution in almost every African country perhaps, with the exception of South Africa. This is partly due to the fact that most of the religious-based private higher education institutions are not-for-profit, especially in Africa, and at times they not only levy low fees, but also provide financial support to students. The non-elite and demand-absorbing private institutions are the largest and the fastest growing segment. Many of them are in the non-university sector and they help expand access to higher education. The study programmes are vocational in nature and the duration of courses in these non-university sector institutions is short.

Most of the private institutions are self-financing, relying on student fees as the major source of income. However, some are for-profit while others are not-for-profit institutions. In the case of for-profit institutions, the main motivation for starting these may be profits rather than educational objectives. The for-profit institutions are at times labeled as 'pseudo universities' since they do education business. It is also true that many private higher education institutions maintain a formal non-profit legal status while functioning like for-profit entities. Some of the for-profit institutions in the US also receive public funding support. According to a recent US Senate report, for-profit schools receive 23 per cent of all federal student financial aid (around US\$24 billion) in the 2008–09 academic years. Universities like Phoenix, DeVry and Kaplan have helped turn the for-profit sector into a massive revenue generator and the engine for higher education growth. From 1998 to 2008, for-profit enrolment in the US grew by 225 per cent. For-profit colleges have experienced a boom in business even during the recession period; however, this situation is changing now in the US. Due to the federal rules against certain forms of

recruitment, the federal support to for-profit institutions has declined and consequently enrolment decreased by 14.1 per cent in most high profile institutions e.g. DeVry University experienced an enrolment fall by 25.6 per cent and Corinthian by 21.5 per cent. At times the private institutions are also an easy route for the entry of cross-border institutions. This is a very common trend in most countries in Latin America, the Commonwealth of Independent States (CIS) region and Africa. In some cases the domestic private institutions are affiliated to a foreign institution. In some of the countries such as Oman, affiliation to a foreign institution is a necessary condition for approval and in some instances it is used as a convenient mechanism to levy high fees. In some instances foreign universities establish their branch campuses in these countries. Malaysia, Singapore, Hong Kong, Dubai, Doha, etc. are good examples of this trend. Universities in Australia, the UK, the US, and other countries open branch campuses in many developing countries. Malaysia has branch campuses of universities including that of Nottingham University in the UK, Monash University, Curtin University in Australia, etc. Singapore has branch campuses of John Hopkins, the University of Chicago, INSEAD, etc. Bond University and Monash University in Australia have branch campuses in many Asian and African countries and are developed in the form of education hubs. Some of the cross-border institutions are public ones in the country of origin and operate like private institutions in the host country. According to the Observatory of Borderless Higher Education, there were 200 branch campuses around the world in 2011. The largest flow of cross-border institutional mobility (branch campuses) used to be from the US to Gulf countries; now more and more branch campuses are opened in East and South Asia.

2.4.3.1 Evolution of the Private Sector in Higher Education in India

The number of universities proliferated and the number of students multiplied during the period after independence in 1947 — the total number of universities increased by nearly 18 times between 1950 and 2025. More interestingly, the increase was rather fast in this millennium. While it took 50 years to add 227 universities between 1950 and 2000, it took only 10 years to add the next 210 universities. The universities in India include central universities established by an Act of the national parliament, state universities and private universities, which are established by an Act of the state legislature. The student enrolment in higher education increased from 0.17 million in 1950 to 20.7 million in 2009 (MHRD 2011). The Indian policy response to private higher education has gone through a process of evolution from a reliance on public institutions to promoting private higher education institutions to expand the system. The evolution of the policy shows that India, like many other countries in the world, adopted privatisation measures and also encouraged the private sector in higher education. In the initial years following independence, the ideological orientation emphasised on a State-dominated model of development. India promoted the public sector in all spheres of activity including education. The country nationalized many private institutions of higher education since the policy was to provide higher education through public universities. This also implied

transforming the then-existing private higher education institutions into public institutions (Gnanam 2008). This was a stage of 'publicisation' of private institutions. Most of the higher education institutions established in India in the 1950s and 1960s were public institutions. India seems to have followed a dual strategy of attaining self-reliance and global standards through public institutions. The establishment of high-quality institutions in the areas of engineering, medical and management studies — the Indian Institutes of Technology (IITs), medical institutions - All India Institute of Medical Science (AIIMS), Indian Institutes of Management (IIMs), and Regional Engineering Colleges (now National Institutes of Technology or NITs) exemplify the dual motives of self-reliance and global standards.

2.4.3.2 Public Universities and Private-Aided Colleges

The situation seemed to be that India had public universities and private colleges that received financial support from the state. The public financial support covered a major share of the expenditure incurred by the private colleges. The affiliated system of higher education helped to promote this process of establishing public universities and affiliated colleges that were mostly private. This was perhaps a stage of publicly supported/sponsored private growth in higher education. More than 80 per cent of the higher education enrolment in India used to be in private affiliated colleges which mostly followed the same study programmes, offered the same courses and students appeared for the same examinations conducted by the university to which these institutions were affiliated. The student fees in these private colleges were also fixed by the state governments. These colleges in general were functioning more like public institutions than for-profit private higher education institutions.

2.4.3.3 Privatisation of Public Institutions

This trend changed in the 1970s and 1980s when self-financing courses were offered in public institutions. This was more a stage of privatisation of public institutions of higher education since the ownership of the institutions remained with the public authorities even though some of the courses were self-financing. The committees appointed by the University Grants Commission (UGC) and the All India Council of Technical Education (AICTE) also recommended privatization rather than the promotion of private higher education. For example, the Punnayya Committee (1992–93) set up by the UGC suggested cost recovery and income generation to a level of 15 to 25 per cent of the annual recurrent expenditure of a university. Dr Swaminathan Panel (1992) set up by the AICTE also suggested cost recovery from students and the introduction of an education 'cess' from industries. Some of the state governments went ahead with establishing self-financing courses in public institutions and self-financing public institutions. The fee-levels in these instances were decided by the state governments or the university to which the institution was affiliated. A. Gnanam (2008) notes that the policy of the government to empower public universities and colleges to offer 'self-financing courses' concurrently with public-

funded programmes leaves one to wonder whether there are any more truly public institutions in the country. For example, to meet the growing demand for technical education and to arrest the outflow of students to other states seeking higher technical education, the government of Kerala decided to open institutions on a cost-recovery mode. The Institute of Human Resources Development in Electronics (IHRDE) is a case in point. The success of the IHRDE led to the opening of self-financing public colleges supported by the government and later many such colleges were established by the private sector.

2.4.3.4 For-Profit Self-Financing Private Institutions

The 1980s and 1990s witnessed the establishment and fast expansion of self-financing private higher education institutions. The self-financing colleges, which are commonly known as capitation fee colleges, are mostly for-profit private institutions. Most of these self-financing institutions were colleges established in the subject areas of engineering, medicine and management. The southern states of Andhra Pradesh, Karnataka and Tamil Nadu and the western state of Maharashtra led the private higher education (self-financing colleges) revolution in India. Although these for-profit, private self-financing institutions (capitation fee colleges) were concentrated in a few states, students from all parts and regions of India sought and got admission into these colleges. It seems money power, rather than any other influences, ensured admission in these institutions. A major part of India's private higher education surge came from the proliferation of private self-financing colleges mostly in the technical and professional subject areas. This is in contrast to the developments in many other countries where private institutions were established in areas which required less investment unlike engineering and medical colleges.

2.4.3.5 From Self-Financing Private Colleges to Private Universities

India had private colleges as well as few private universities. In the 1990s many private providers felt that the rules and regulations by the public authorities were very strict and severe. To escape from this and to attain the authority to award degrees, they sought deemed-to-be university status to private institutions and many private institutions became deemed universities. The next stage in the evolution was the establishment of private universities. A Private Universities Establishment and Regulations Bill were introduced in the Rajya Sabha in August 1995 with a view to providing for the establishment of self-financing private universities. The bill was referred to the Standing Committee to get views on the subject. The private providers were not happy with some of the provisions in the bill, especially those pertaining to endowment funds, regulation by government bodies and subsidised education for nearly one-third of the intake. Although the bill was not passed, discussions on the need for a private universities bill continued. In 2000, the Prime Minister's Council on Trade and Industry set up a committee (Birla–Ambani Committee 2000–01) that recommended entrusting higher education provision to the private sector, promulgation of a private university bill, cost recovery from students, and loans and grants to economically and socially weaker sections.

Since 2002, several state governments have passed private university Acts. Chhattisgarh took the lead in enacting a private universities Act and it has the distinction of having set up the first officially-established private university in India in 2002. The state of Chhattisgarh established 97 private universities in that same year. This was followed by many state governments — Assam, Haryana, Himachal Pradesh, Gujarat, Odisha, Punjab, Uttar Pradesh, Uttarakhand, etc. The private universities need to be established within the regulations stipulated by UGC (UGC 2003a). These regulations stipulate that each private university should be established by a separate Act and should conform to the provisions of the UGC Act of 1956. The private universities will be unitary in structure but permitted to operate off-campus and off-shore campuses. The student admission procedures and fixation of fees shall be in accordance with the norms/guidelines prescribed by the UGC and other concerned statutory bodies. Some states established private universities before these regulations came into effect and in some cases before the private universities Act was passed. Some private universities seem to be attracting a good number of students. The Symbiosis International University in Pune has 11,000 full-time students from 75 countries in campuses across four cities. The Amity University in Private Higher Education Noida, has 80,000 students up to PhD level, 3,500 academics four universities in India and six international campuses in Dubai, Mauritius, Singapore, the US, and the UK.

The pattern seems to be that some private colleges were deregulated by granting them an autonomous status. Some of them graduated to deemed-to-be universities status and further to private universities in later years (UGC 2003b). Others were new institutions established as private universities from the beginning. To sum up, an anatomy of institutions in India shows that the traditional pattern of mostly public universities and private colleges still continues, although the private share in both categories of institutions has increased. Some of the colleges are public, many of them receive aid and others do not receive any financial support from the government. The most common form of private higher education in India is self-financing institutions, which do not receive any financial support from the government. They are owned and operated by private enterprises or individuals and for the purposes of funding they rely on the fees levied from students. There is another type of private institution where the university is public but it has privately-managed affiliated institutions. These affiliated institutions have free seats and payment seats. Fees for the free seats are decided by the university while that for the payment seats is decided by the affiliated institution. The Guru Gobind Singh Indraprastha University belongs to this category of private higher education institutions. It has several self-financing courses in its affiliated institutions. There are also non-university private institutions such as the NIIT and APTECH group of institutions. Although they cannot grant degrees, a certification from these institutions is accepted by employers. Another type of private institutions is coaching centers, which do not issue any certificate. The degrees do not necessarily signal/reflect the competencies acquired by the graduates and hence they are subjected to further tests for job selection. The best example is the

replacement of university performance and certificate with competitive examinations for further studies and jobs. It is interesting to see that even to select an academic faculty in the university, the performance of the candidate in the university examinations is not relied upon. The public authorities insist on eligibility test certificates — National Eligibility Test (NET) for national and others for state-level institutions of higher education. Coaching for all competitive tests (for entrance to higher education institutions and jobs) has become very common in India. Parents and children willingly invest more money and time in coaching institutions for entrance examinations and competitive tests for jobs than what they pay as student fees in public institutions. Preparations for entrance examinations for engineering, medical and management studies are very demanding and that for bank tests, Indian civil services and other jobs too have become very co-operative, which are taken advantage of by this segment of private higher education.

2.4.4 Recommendations of Birla-Ambani Report on Privatisation of Higher Education

1. Primary and Secondary education

Make primary education compulsory and free. Primary education must be on top of the education agenda. Secondary education must be compulsory as well. There is no getting away from enforcing the Constitutional commitment to compulsory education for children up to the age of fourteen years.

2. Teaching

Bring about regulations for continuous teacher training and quality upgradation.

3. Technology

Leverage our vast and growing resources in information technology to bring about smart schools that integrate computers, networks and content.

4. Sensory Learning

Migrate from teaching to 'sensory learning' in pre-schools and in primary education order to provoke curiosity. The accent must be on fostering creative joy and healthy psychological development.

5. Learning to Learn

Emphasis learning through practices and experiences. Transform teacher's role to one of facilitator.

6. Vocational Education

Introduce compulsory vocational training in an intensive manner from the secondary level onwards.

7. Distance Education

Promote distance education as an alternative system of education on par with the formal system of education.

8. Value Systems

Emphasise value education at pre-primary level and reinforce it in primary, secondary and higher education.

2.4. Common National Content

Introduce a common national system for educational content at the school level, after providing for regional and local variations, especially with respect to languages, history and culture.

2.5. Decentralisation of Management

Decentralise education management Devolve to the Panchayatlevel financing and management of education at the primary and secondary level as well as literacy programmes.

11. Common Admission Tests

Institute a common system for admissions to professional courses based on national standardised tests on the lines of SAT, GRE and GMAT. Concurrently, abolish the system of migration certificates and allow students to move from one institution to another based on a system of transfer of professional credits.

12. Market Oriented Education

Encourage schools of learning to constantly upgrade content and facilities to make them more market oriented.

13. Education Infrastructure - Hardware

Fund infrastructure for government schools buildings, telecom networks, and computers – on a priority basis. Progressively reduce funding for universities and make them adopt the route of self-sufficiency to achieve this.

14. Education Infrastructure – Content Development

Continuously reflect latest advances in content development. Utilise evolving tools and techniques for developing content that is contemporary.

15. Government Role

Confine the responsibility of the Government to: funding and ensuring that primary education is compulsory and free, funding and ensuring that secondary education is compulsory, funding and bringing about 100 per cent literacy, supporting disciplines that have no market orientation, selectively supporting and part funding centers of higher learning, providing financial guarantees for student loans, ensuring uniformity in content and quality, and education development planning.

16. Government Controls

Give institutions not depending on government for funding or having low levels of funding to have operational freedom and flexibility to innovate.

17. Private Universities

Legislate a Private University Bill to encourage establishment of new private universities in the fields of science and technology, management and finance areas.

18. Rating System

Institutionalise a system for periodical rating of all educational institutions in India - schools, colleges, institutions and universities by independent agencies analogous to a standard and Poor's or CRISIL in the financial sector.

12.4. Foreign Direct Investment

Allow foreign direct investment in education. To begin with, limit this to science and technology areas.

20. Financing

Establish an education development funds for primary and literacy education. Exempt donations to this fund from income tax. Consonantly, develop a credit market for higher education to finance the cost of education.

21. Marketing Indian Education Abroad

Encourage Indian Institutions and universities to attract overseas students. Initially, establish international schools in all our existing centers of excellence, which have international reputation.

22. Politicization

Enable all political parties come to an understanding that they will keep away from universities and educational institutions. Ban any form of political activity on campuses of universities and educational institutions.

23. Education and Economic Freedom

Keep the economy free from controls to foster new opportunities that creates a market for education.

24. Research in Education

Encourage research right from undergraduate level in all fields.

25. Physical Education/ Extra-curricular activities

Encourage sports activities by providing the necessary infrastructure from the primary school level. Encourage extra-curricular activities the primary and secondary levels by setting side on day per week (preferably Saturdays) for this activity.

26. Update RECs& ITI s

Upgrade the curriculum, infrastructure and facilities in the RECs and Industrial Training Institutes to meet the envisaged higher demand for skilled technical manpower. Provide higher autonomy and freedom to these institutes.

27. Trained Teachers

Make trained teachers serve for a specified period in the rural areas as part of their development.

28. Alternative Education Opportunities

Introduce a variety of programmes to provide alternative education opportunities for working and underprivileged children such as flexible schedules.

2.4.5 Summary

Countries such as India follow a dual policy of relying on the public universities in core areas of research and development and on private institutions to meet the expanding social demand for higher education, especially in market-friendly study programmes such as technical and professional education. However Birla-Ambani report favours reduction in Government funding for State and Central universities so that these universities/colleges may run independently and remain financially self-sufficient. Privatisation implies

applying market principles to the functioning of public institutions of higher education. While the ownership and management of the institutions remain with the public authorities, the services provided by the institutions are priced. The price levied (for example, student fees) may be equivalent to the full cost or full cost-plus-profit in some instances. Privatisation was very often facilitated by cost-recovery, income generating and for-profit activities in public universities which simply implies to total commercialization of educational institutions. Some recommendations have also been made by this report for smooth transition towards privatisation of higher education while encouraging primary education through Government structure.

2.4.6 Questions for Self Evaluation

1. Types of Higher Education Institutions
2. Alternative Education
3. What are IIT, IIM, AIIMS, REC and NIT's
4. Decentralisation of Management
5. Common National Content
6. Self-Financing Private Institutions
7. For-profit concept in educational institutions

2.4.7 Suggested Questions

1. Explain the term "Privatisation of Higher Education" by giving reference of Birla Ambani Report.
2. When did Private Sector come in the field of Higher Education in India? Explain in Detail.
3. What are the recommendations of Birla Ambani report on Privatisation of Higher Education?

2.4.8 Suggested Books or Links

1. Report on a Policy frame work for reforms in education submitted by Mukesh Ambani(convenor), Kumarmangalam Birla (member),special subject group on policy framework for private investmentin education health and rural development, Prime Minister's Council on Trade and Industry Governmentof India, New Delhi, April, 2000.

Skill Development Mission 2014**Structure:**

- 2.5.1 Objectives
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2.5.1 Objectives

After studying this chapter you will be able to:

- Know National Skill Development Mission
- Summarize the Objectives of National Skill Development Mission

2.5.2 Introduction

India is one of the youngest nations in the world. Its 54% of the total population below 25 years of age and over 62% of the population in the working age group (15-59 years). India's annual skilling capacity was estimated at approximately 7 million during the period 2013-2014. Apart from meeting its own demand, India has the potential to provide a skilled workforce to fill the expected shortfall in the ageing developed world. The enormity of India's skilling challenge is further aggravated by the fact that skill training efforts cut across multiple sectors and require the involvement of diverse stakeholders such as multiple government departments at the Center and State levels, Private training providers, Educational and Training institutions, employers, industry associations, assessment and certification bodies and trainees. All these stake holders need to align their work together in order to achieve the target of 'Skill India'. India currently faces a severe shortage of well-trained, skilled workers. It is estimated that only 2.3 % of the workforce in India has undergone formal skill training as compared to other countries like UK, USA, and Germany etc. Large sections of the educated workforce have little or no job skills, making them largely unemployable. Therefore, India must focus on scaling up skill training efforts to meet the demands of employers and drive economic growth. Skills and

knowledge are the driving forces of economic growth and social development for any country.

2.5.3 National Skill Development Mission

The Ministry of Skill Development and Entrepreneurship (earlier Department of Skill Development and Entrepreneurship, first created in July 2014) was set up in November 2014 to drive the 'Skill India' agenda in a 'Mission Mode' in order to converge existing skill training initiatives and combine scale and quality of skilling efforts, with speed. The Ministry, therefore, proposes to launch the NATIONAL SKILL DEVELOPMENT MISSION (NMSD - known henceforth as, the Mission), which will provide the overall institutional framework to rapidly implement and scale up skill development efforts across India.

National Skill Development Mission Statement

To rapidly scale up skill development efforts in India, by creating an end-to-end, outcome-focused implementation framework, which aligns demands of the employers for a well-trained skilled workforce with aspirations of Indian citizens for sustainable livelihoods.

2.5.4 Objectives of National Skill Development Mission

The mission seeks to achieve:

- **Create** an end-to-end implementation framework for skill development, which provides opportunities for life-long learning. This includes: incorporation of skilling in the school curriculum, providing opportunities for quality long and short-term skill training, by providing gainful employment and ensuring career progression that meets the aspirations of trainees.
- **Align** employer/industry demand and workforce productivity with trainees' aspirations for sustainable livelihoods, by creating a framework for outcome-focused training.
- **Establish** and enforce cross-sectorial, nationally and internationally acceptable standards for skill training in the country by creating a sound quality assurance framework for skilling, applicable to all Ministries, States and private training providers.
- **Build** capacity for skill development in critical un-organized sectors (such as the construction sector, where there few opportunities for skill training) and provide pathways for re-skilling and up-skilling workers in these identified sectors, to enable them to transition into formal sector employment.
- **Ensure** sufficient, high quality options for long-term skilling, benchmarked to internationally acceptable qualification standards, which will ultimately contribute to the creation of a highly skilled workforce.

- **Develop** a network of quality instructors/trainers in the skill development ecosystem by establishing high quality teacher training institutions.
- **Leverage** existing public infrastructure and industry facilities for scaling up skill training and capacity building efforts.
- **Offer** a passage for overseas employment through specific programmes mapped to global job requirements and benchmarked to international standards.
- **Enable** pathways for transitioning between the vocational training system and the formal education system, through a credit transfer system.
- **Promote** convergence and co-ordination between skill development efforts of all Central Ministries/Departments/States/implementing agencies.
- **Support** weaker and disadvantaged sections of society through focused outreach programmes and targeted skill development activities.
- **Propagate** aspirational value of skilling among youth, by creating social awareness on value of skill training.
- **Maintain** a national database, known as the Labour Market Information System (LMIS), which will act as a portal for matching the demand and supply of skilled workforce in the country. The LMIS will on the one hand provide citizens with vital information on skilling initiatives across the country. On the other, it will also serve as a platform for monitoring the performance of existing skill development programmes, running in every Indian state.

2.5.5 Functioning of National Skill Development Mission or Institutional Mechanisms

To achieve the objectives, Key institutional mechanisms of the Mission have been divided into three tiers.

- Governing Council at apex level
- A Steering Committee and
- A Mission Directorate.

Mission Directorate will be supported by three other institutions:

- National Skill Development Agency (NSDA)
- National Skill Development Corporation (NSDC)
- Directorate General of Training (DGT)

All these agencies will work under the umbrella of Ministry of Skill Development and Entrepreneurship. At State level, States will be encouraged to create State Skill Development Missions (SSDM) along the lines of National Skill Development Mission with a Steering Committee and Mission Directorate at State level. States will in turn, be supported by District Committees at the functional tier.

2.5.5.1 National Level

Mission Governing Council at Apex level will be headed by Hon'ble Prime Minister.

Its Constitution includes:

Union Ministers from MoF, MSDE, MHRD, MoRD, MoLE, MSME, MoA, M/o Overseas Affairs, M/o Information Technology, M/o HUPA Deputy Chairman, NITI Aayog Principal Secretary to the Prime Minister Cabinet Secretary, Secretary SDE (as Member Secretary), 3 members from industry/academia as determined by Governing Council, 3 State Chief Ministers as determined by Governing Council, on rotation basis.

In addition, Governing Council may also invite other CMs, other Union Ministers and relevant persons from academia and industry, depending on the agenda for discussion.

Functions of Governing Council include:

- Providing overall guidance and policy direction to the Mission.
- To decide on the setting up or closure of Sub-Missions within the Mission.
- Review overall progress and development of Mission activities on a half-yearly basis.
- Overlook convergence of all skill development initiatives/schemes across Central Ministries/Departments with Mission objectives.

A **Steering Committee**, chaired by Minister in charge of Ministry of Skill Development and Entrepreneurship will be responsible for ensuring that implementation of Mission activities is done as per policies and decisions laid down by Governing Council. Secretary, Skill Development and Entrepreneurship will be Member Secretary of the Steering Committee. It will also consist of Secretaries of M/o Finance, M/o Rural Development, M/o Labour and Employment, M/o MSME, M/o Agriculture, M/o Human Resource Development, M/o Overseas Affairs, M/o HUPA and M/o Information Technology which are running large scale skill training programmes across the country.

Functions of Steering Committee are as follows:

- Sets targets and approve the Plan annually for the Mission and Sub- Missions within the ceilings indicated by Ministry of Finance and directions/decisions of Governing Council.
- Review and monitor overall progress and development of Mission and submission Activities on a quarterly basis.

Mission Directorate will have an Executive Committee, chaired by Secretary, Skill Development and Entrepreneurship, who will also act as Mission Director. Joint Secretaries of M/o Finance, M/o Rural Development, M/o Labour and Employment M/o MSME, M/o Agriculture, M/o Human Resource Development, M/o Overseas Affairs, M/o HUPA and M/o Information Technology would be Members of the Executive Committee. Five Secretaries from the States handling skills Department/ministry in the state on a

rotational basis will be members as well. Further, DG NSDA, MD NSDC, and DG(Training) would also be members. A Joint Secretary, nominated by Mission Director will act as Member Secretary of the Executive Committee. Joint Secretaries from relevant Central Ministries/Departments which have initiated new skill development programmes will automatically become members of Executive Committee in order to ensure convergence of individual/sector specific goals with national and Mission objectives. Executive Committee will meet on a monthly basis. Mission Directorate, with Secretary, SDE as Mission Director will support Executive Committee.

Functions of Executive committee are as follows:

- To resolve all inter-departmental execution issues.
- Set annual targets for all sub-missions, which will be created in areas requiring significant focus on an immediate basis in the skill landscape. Currently, seven submissions have been identified. The same can be added/reduced as per changing skill requirements of the country.
- Converges killing activities across all sectors with national Mission objectives and skill gap findings.

Functions of Mission Directorate are as follows:

- To implement and monitor Mission activities at a national level. Mission Directorate will be supported by the administrative and financial wing of MSDE.
- To coordinate implementation of all decisions of Governing Council and Steering Committee.
- To ensure uniformity in quality, certification, norms of training, curriculum content, Aadhaar seeding, leveraging Jan-Dhan accounts and social security schemes etc. across all skill development programmes being implemented by all Ministries/departments.
- Coordinate and converge State efforts in order to align them with the broad national objectives outlined in the National Action Plan.
- Coordinate efforts and monitor performance of individual Sub-Missions, headed by their respective CEOs, to provide end-to-end solutions towards achieving the objectives of Sub-Missions.
- Create tie-ups with institutions worldwide to facilitate information sharing. Any other work assigned by Governing Council or Steering Committee.

NSDA will focus on two verticals of Quality Assurance and policy research in the skills space. It will operationalise a credible Quality Assurance framework embedded in the National Skill Qualification Framework (NSQF) to align skilling outcomes to NSQF across the skills landscape. To improve synergy between Mission Directorate and NSDA, it is proposed that Secretary MSDE should also be designated as ex-officio Chairman of NSDA. This will enable Secretary to Chair National Skills Qualification Committee(NSQC) also in his capacity as Chairman NSDA and will help energize NSQC

which is not only responsible for establishing a Quality Assurance framework embedded in NSQF in the skill space but also needs to provide a framework for certification, accreditation of training providers etc. This aspect is being taken up separately.

Functions of NSDA will include:

- Operationalise and implement National Skills Qualification Framework (NSQF)
- To establish and operationalise a QA framework embedded in NSQF to improve consistency of outcomes in the skills landscape, which will include laying down a frame work for training, assessment and certification processes and agencies in the country.
- To operationalise National Skills Qualification Committee(NSQC) to meet its Objectives
- Design and implement the National Labour Market Information System
- Develop national protocols for registration and accreditation of private training Providers
- Promote use of ‘Skill India’ logo on skill certificates by SSCs/Agencies adhering to the QA framework.
- Anchor Prime Minister’s Skill Development Fellow Programme

National Skills Research Division (NSRD), under NSDA will be established to serve as the apex body for providing technical and research support to the Mission. This institution will act as a think-tank for Ministry of Skill Development and Entrepreneurship and be the core skill development hub, which will connect implementation of the Mission with academic research and data. It will leverage expertise in Private domain and be headed by an economist/expert in the field of planning, with adequate domestic or international experience in skill development. The selection of the head of this division will be done through an empowered Search Committee consisting of:

Vice Chairman, NITI Aayog – Chairman Secretary, Human Resource Development Secretary,

Skill Development and Entrepreneurship DG, NSDA (Member Secretary,) 2 eminent persons appointed by the nodal Ministry

2.5.5.2 State Level

States will be encouraged to create State Skill Development Missions (SSDM) along the same lines as National Skill Development Mission structure. Many States have already established SSDMs and others have started moving in this direction. A model framework would be circulated for customized adoption by States. The organizational structure of the State Skill Development Mission is to be decided by the respective States. It is however desirable that the highest body looking after the Development Mission is sufficiently

empowered. National Mission will work towards empowering State Missions through financial and technical support.

2.5.6 Mission Strategy

National Skill Development Mission will initially consist of seven sub-missions under its purview, which could be added to/amended as per decision of Governing Council. The power to identify sub-missions in crucial areas which require immediate attention will lie with Governing Council chaired by Hon'ble Prime Minister. Executive guidelines and detailing of each sub-mission will be done by Executive Committee headed by Secretary, SDE. Each sub-mission will act as a building block for achieving the overall objectives of the Mission. Key focus areas of the sub-mission include: addressing the long-term and short-term skilling needs through revamp of existing institutional training framework and establishing new institutions, undertake sector specific skill training initiatives, ensure convergence of existing skill development programmes; Leverage existing public infrastructure for skilling; Focus on training of trainers, facilitate overseas employment, and promote sustainable livelihoods.

Sub-Missions have currently been proposed in priority areas. The number of submissions can be modified as per changing skill requirements and challenges. Each submission will be headed by a Joint Secretary or Director level officer designated as CEO, sourced from the public or private sector that has a solid track record of implementing projects and achieving targets in a timely manner. The Sub-Mission's support team will consist of high performing individuals drawn from the public and private domains.

2.5.7 Financing

The implementation of skilling activities under the Mission will be as per the budget provisions of various schemes under their respective heads of account. The administrative expenses of the Mission will be borne from the budget of Ministry of Skill Development and Entrepreneurship. The IFD of the Ministry will function as the finance wing of the Mission. The administrative support to the Mission will be provided by the Ministry.

2.5.8 Summary

Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. As the proportion of working age group of 15-59 years will be increasing steadily, India has the advantage of demographic dividend. Harnessing the demographic dividend through appropriate skill development efforts would provide an opportunity to achieve inclusion and productivity within the country and also a reduction in the global skill shortages. Large scale skill development is thus an imminent imperative. Major challenge of skill development initiatives is also to address the needs of huge population by providing skills in order to make them employable and help them secure decent work. Skill development for persons working in the unorganized sector is a key strategy in that direction. This will also inculcate dignity of labour and create greater

awareness towards environmental, safety and health concerns. Planned development of skills must be underpinned by a policy, which is both comprehensive as well as national in character. A national policy response is, therefore, needed to guide the skill development strategies and coordinated action by all stake holders to avoid a piece meal approach. It is also important that the policies of skill development be linked to policies in the economic, employment and social development arenas.

2.5.9 Questions for Self Evaluation

1. National Skill Development Mission(NSDM)
2. NSQC
3. NSRD
4. NSQF
5. NSDA
6. NSDC
7. DGT

2.5.10 Suggested Questions

1. Explain National Skill Development Mission in Detail.
2. How does National Skill Development Mission work?

2.5.11 References

www.msde.gov.in retrieved on 10th February, 2016.