

# Committees and Commissions on Education

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## Educational Committees and Commissions

In India, teacher education has always been recognised as one of the most crucial means of social and national development. A large number of teachers were found untrained and an attempt was made to clear the backlog. The main concerns of teacher education were pertaining to both quality and quantity. After independence, efforts were made to tackle the emerging problem of access, quality and relevance of the teacher education system in the country. This view has been reflected by several commissions and committees, after independence. The Government of India set up many commissions and committees from time to time for addressing different issues of general education as well as teacher education.

After independence, the Government of India appointed the 'University Education Commission' under the chairmanship of Dr. S Radhakrishnan which was known as \*Radhakrishnan Commission.' It submitted its report on University Education in 1949. But, the commission reviewed the position of secondary education in India and gave certain notable suggestions. It remarked that our secondary education in India remains the weakest link in our educational machinery and needs urgent reforms. Thus to solve this problem, the Government of India in 1952 appointed the Secondary Education Commission under the chairmanship of AL Mudaliar.

### Secondary Education Commission (1953)

The Secondary Education Commission was appointed by the Government of India in terms of their resolution number F-9-5/52B-1 dated 23rd September, 1952.

The Secondary Education Commission (1952-53) had a far reaching effect on India's secondary education. The Government of India setup the Secondary Education Commission, under the Chairmanship of Dr. A Lakshmanaswami Mudaliar, the ViceChancellor of Madras University. So, this commission is also known as Mudaliar's Commission.

It prepared a questionnaire dealing with the various aspects of secondary education. This was sent out to various educational experts, teachers and educational institutions of India. On the basis of their replies, some important information was collected. The members of the commission took an extensive tour of the various parts of India and acquired first-hand knowledge of the various educational problems and presented its report in August, 1953.

## **Aims of Secondary Education Commission**

The commission has suggested the aims of secondary education in the following ways

**To Produce Ideal Citizens** The commission realized that no nation can progress without a national feeling along with social feeling. Thus, the aim of secondary education should be to produce such ideal citizens, who are responsible citizens and can easily offer any sacrifice for the sake of their motherland.

**To Develop Capacity for Earning Money** After receiving secondary education, one should be able to earn enough for maintaining himself. For developing the capacity, vocational subjects should be introduced.

**Quality of Leadership** Secondary education should develop the quality of leadership in students which is very necessary for the overall development of the country

**To Develop Human Virtues** Being a social animal, man should have the spirit of cooperation, discipline, love, kindness, feeling of brotherhood, etc. The curriculum of secondary education must include science, literature, fine arts, humanities, music and dance, through which students can gain these virtues.

## **Important Recommendations**

The commission has suggested the following recommendations

- Secondary education should be for children of 11 to 17 years.
- It suggested ending intermediate college and merging class 11th with secondary schools and class 12th with B.A.
- Multi-purpose schools should be established to take care of various abilities of students.
- Degree course should be of three years.
- One year Pre-University course for high school students, to enter university.
- Students who passed Pre-University courses should be allowed to enter professional courses.
- Vocational or practical courses should be introduced.

- Technical institutions should be opened near factories so that students can take practical training.

**Recommendations regarding teacher education are as follows :**

- There should be a two years course for non-graduates and a one year training course for graduates.
- The teachers should be trained in one or two extra-curricular activities also.
- The commission also stressed on the importance of refresher courses, short-term intensive courses and specialized courses, workshops, conferences for in-service teachers.
- Training colleges should conduct research work.
- Special part-time courses were recommended for untrained teachers.
- Trained graduates with at least three years teaching experience should be admitted to M.Ed course.
- There should be only two types of institutions for teacher training
- Training colleges should organize refresher courses, start intensive courses in special subjects, and practical training in workshops.
- Teacher trainees should receive training in one or more of various extra-curricular activities.
- During the period of training, all student teachers should be given suitable stipend by the state and no fees should be charged in training colleges. .
- The training institutions should advocate methods and training that are practicable and realistic.

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AL Mudaliar

**Sir Arcot Lakshmanswami Mudaliar** was an Indian educationist and physician with notable international and academic roles. He was the longest serving vice-chancellor of University of Madras for 27 years. He was elected as a chairman of WHO executive board in 1949 and 1950. was awarded with Padma Bhushan in 1954 and Padma Vibhushan in 1963.

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### **Kothari Education Commission (1964-66)**

National Education Commission (1964-66), popularly known as Kothari Commission was formed in July, 1964, under the chairmanship of Daulat Singh Kothari. It pointed out major weaknesses in the existing system of professional education in India.

*The commission pointed out the following deficiencies in India's education system*

- Standards of teacher education were poor and mediocre.
- Teacher education was isolated from mainstream academic life.

- Training colleges lacked competent staff.
- Teacher training in India was very traditional i.e. set patterns and rigid techniques were followed in practice teaching.

## **Important Recommendations**

*Visualizing such weakness in teacher training programmes, the commission made many recommendations. They are :*

- Removing isolation of teacher training from the main academic life.
- Expansion of teacher training facilities.
- Making adequate provision for continuing professional education of all teachers.
- Creating appropriate agencies for the maintenance of standards, both of the centers and the states:
- Education should be treated as an independent academic discipline and should be introduced as an optional subject at B A and M A levels.
- Schools of education should be started in the universities.
- Integrated courses of general and professional education should be introduced, so that teacher prospects are not narrowed.
- Along with practice teaching, there should be an internship programme also as it exposes the teacher to all such environments, which a person faces when he is an actual teacher.
- Increasing the number of working days.
- Abolishing fees, give scholarships and loans to student teacher
- Demonstration school should be established, so that pupil-teachers can get an opportunity to work as a teacher, what is taught to them in training colleges.
- To organize special courses for graduates, entering in primary teaching
- To improve the quality of teacher training institutions.
- To establish a State Board of Teacher Education that should be responsible for all functions related to teacher education at all levels and in all fields.

Kothari Commission, the fourth education commission in independent India recommended many changes, of which most of them were implemented.

As a result of this recommendation, four years courses were started at different Regional Institutes of Education in 1963. These RIEs were set up in different parts of India covering various regions.

### **Regional Institute of Education (RIE)**

- It was earlier known as Regional College of Education.
- It is a constitutional unit of NCERT.
- RIEs were set-up in 1963 by the Government of India in different regions of India.
- At present, RIEs are situated in Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong.

- The regional institutes were started with the objectives of qualitative improvement of school education through innovative pre-service and in-service teacher education programmes.
- RIEs run four years integrated courses like B.Sc B.Ed, BA B.Ed.

## **National Policy of Education (1986)**

In the post-independence period, reconstruction of the educational system was the major concern of the Government of India. The National Policy of Education (NPE) is a policy formulated by the Government of India to promote education among Indians, both in urban and rural areas. Based on the report and recommendations of the Kothari Commission, the Government of India announced the National Policy of Education. The first NPE was promoted by Indira Gandhi in 1968 and the second by Rajiv Gandhi in 1986.

The new National Policy of Education called for “special emphasis on the removal of disparities and to equalize educational opportunity” especially for Indian women, Scheduled Tribes (STs) and Scheduled Castes (SCS) communities. The National Policy of Education (NPE) was adopted by Parliament in May, 1986.

NPE, 1986 recommended a **National System of Education**. The concept of national system of education implies that upto a given level, all students, irrespective of caste, creed, location or sex have access to education of a comparable quality. To achieve this, government will initiate appropriately funded programmes.

Effective measures have been taken in the direction of the common school system recommended in the 1968 policy. The Curricular Framework of NSE promotes values such as India's common cultural heritage, democracy, equality of the sexes, protection of the environment, removal of social barriers and inculcation of the scientific temper.

All educational programmes will be carried on in strict conformity with secular values. Minimum level of learning will be laid down for each stage of education. Steps will also be taken to foster among students an understanding of the diverse culture and social systems of the people living in different parts of the country. In higher education, in general and technical education, in particular steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit, regardless of his origins.

Opportunities will be provided to the youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice at the pace suited to them. The future thrust will be in the direction of open and distance learning

The institutions which will be strengthened to play an important role in giving shape to the National System of Education are the University Grants Commission (UGC), All India Council of Technical

Education (AICTE), Indian Council of Agricultural Research (ICAR) and the Indian Medical Council (IMC).

It also recommended that these together with the National Council of Education Research and Training (NCERT) and the National Institute of Educational Planning and Administration (NIEPA), the National Council of Teachers Education (NCTE) and the National Institute of Adult Education (NIAE) will be involved in implementing the educational policy.

## Important Recommendations

Recommendations regarding teacher education are as follows :

- Orientation of teachers should be a continuous process of teacher education.
- To upgrade selected secondary teacher training institutions.
- Emphasizing inseparability to pre-service and in-service components of teacher education.
- To establish District Institutes of Education and Training (DIET) with the capability to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education sectors.
- To establish, the National Council for Teacher Education (NCTE) at the national level, which will have the power to accredit institutions of teacher education, provide guidance regarding curriculum and methods.
- Upgrading of selected teacher training colleges to complement the work of SCERT.
- Networking arrangements should be created between institutions of teacher education and university departments of education

**Acharya Ramamurti Committee** was appointed by the Government of India in 1990, reviewed the National Policy of Education (1986).

*The major suggestions regarding teacher education are*

- The first degree course on teacher education should not be given on correspondence mode.
- More institutions should be encouraged to introduce four years integrated courses in the pattern of Regional Colleges of Education.

## Pioneer Institutions of Education in India

- NCERT It was established by the Government of India in 1961 to advise and assist the central and state government on academic matters related to school education. It's important functions are implementation of National Curriculum Framework (NCF), vocational education and development of teaching-learning material.
- NCTE It was set up by the Government of India under the NCTE Act, 1993 in 1995. It was established to oversee standards, procedures and processes in the Indian education



system. Before this, it had existed since 1973, as a government advisory body to look after the development and progress of teacher education.

- NUEPA National University of Educational Planning and Administration was established by the Government of India for research and development in education. Like any Central University, NUEPA is fully maintained by the Government of India. It offers M Phil, Phd and part-time Phd programmes in educational policy, planning and administration from a broader interdisciplinary social science perspective.

### **Key Highlights of NPE (1986)**

- Expand scholarships to all categories.
- Promote adult education all over India.
- Employing more teachers from the SCs and STS communities.
- Provide incentives for poor families to send their children to school regularly.
- Develop new institutions for all.
  
- Provide housing and services facilities.
- For primary education, the NPE called for a 'Child-Centered approach', and 'Operation Blackboard' was launched to expand primary schools nationwide.
- Under this policy, the Open University system was expanded with the Indira Gandhi National Open University (1985).
- The policy was also recognised as 'Rural University Model, based on the philosophy of Mahatma Gandhi'. It encourages economic and social development at the grassroot levels in rural India.

The National Policy of Education (1986) was modified in 1992. This new policy was based on the Common Minimum Programme of the government. According to this policy, common national level tests were introduced. This helps in maintenance of professional standards. This solves overlapping problems and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

### **National Policy of Education (1992)**

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

At the request of the Central Advisory Board of Education (CABE), a committee was set up in July, 1991, under the chairmanship of Shri N. Janardhana Reddy, chief minister of Andhra Pradesh, to consider modifications in NPE, taking into consideration the report of the Rammurti Committee and other relevant developments having a bearing on the policy and to make

recommendations regarding modifications to be made in the NPE, 1986. The committee submitted its report in 1992.

## Key Highlights of NPE (1992)

*The following modifications have been suggested by the committee*

- Making availability of non-formal education for the girl child especially from the age group of 15-35 years.
- Special provisions were made for the students from weaker sections like SCs, STs, OBCs and minorities in the form of mid-day-meal, stationary, books and free education.
- Provisions were made for the improvement of quality education with the enhancement of Secondary School Education till +2 level.
- Efforts were made for the backward minorities for giving them hostel facilities, polytechnic education, coaching and removal of difficulties coming in the way of education.
  
- Provisions for the NGO were made to come forward in this sector for opening new special schools and giving students vocational training.
- Efforts were made to make them self-dependent by imparting education through the National Literacy Mission.
- Relating to Early Childhood Care and Education, provisions were made for establishing the Anganwadis and Balwadis.
- Relating to elementary education, provisions of schools were made for low density areas. Minimum numbers of teachers were suggested for the school as per the enrollment of the school.
- Emphasizing quality enhancement in Navodaya Vidyalaya schools and setting a role model for all other schools.
- Provisions were made in vocational education to meet the requirements of industry and employment
- In higher education, provisions were made for self-financed universities.
- Provision was made to open at least one University in each state and IGNOU had to give technical assistance and the Distance Education Council to regulate them.
- Provision was made to delink jobs with degrees. More focus was given to attain skill and competencies for youth
- Provision was made to open rural universities and institutes. It was suggested to provide technical and financial support to the NGOs and government institutions.
- Suggestions were made to establish the All India Council of Technical Education (AICTE).
- Establishing a cultural bond was also emphasized in education from the regional to national level and from national level to global level.
- Research must not be confined to just obtaining the degree but its result must influence society too.
- For development of languages, a three language formula was promoted and it was recommended to develop Hindi as the national language.
- To include the media, radio, computers and new technologies as a part of the education process.

- Emphasis was laid on sports and other physical activities.
- Suggestions were given to motivate students to participate in the NCC and NSS. .
- Recommendation was made to attain a minimum level of learning in each subject making evaluation process more flexible, and avoid unfair means in the evaluation process.
- To give constitutional status to NCTE, to establish DIETs, CTEs, and IASEs.
- To decentralize education and to allow the NGOs to participate in this sector.

## **National Commission on Teachers (1983-85)**

According to the National Policy Statement on Education (1968), of all the factors which determine the quality of education, teachers are undoubtedly the most important. Their salary and other service conditions should be satisfactory with respect to their qualifications and responsibilities.

This commission was appointed by the Government of India in 1983, under the Chairmanship of Prof. DP Chattopadhyaya made a number of recommendations for the improvement of the educational process. Regarding the selection of trainees for the teaching profession, the commission suggested that the following factors may be taken into consideration:

- Good physique.
- Linguistic ability and communication skills.
- A fair degree of mental ability.
- General awareness of the world.
- A positive outlook on life and capacity for good human relations.

The commission further recommended that the selection of trainees should be made through a combination of objective tests, rating scales, group discussion and personal interviews.

*The commission also suggested the professional preparation with:*

- Study of education as a discipline including educational psychology, sociology of education and educational philosophy.
- Practice teaching and its content-cum-methodology.
- Learning a variety of skills related to the role of a teacher; including educational technology and preparation of software.

## **National Curriculum Framework (2005)**

This is one of the important National Curriculum Framework prepared and developed by the National Council of Educational Research and Training (NCERT) in India. Other National Curriculum Frameworks were published in 1975, 1988 and 2000. The Framework (2005) gives suggestions about the changing syllabus, textbooks and teaching practices within the school education programmes in India. It has made the suggestion on the basis of an earlier

government's report on education as learning without burden, National Policy of Education (1986-1992) and different group discussions that took place. The main aim of NCF is to bring about reforms in the education system by introducing a curriculum that is learner centric, has a flexible process and making the teacher's role as a facilitator who supports and encourages the students.

## **Objectives of NCF**

- Connecting knowledge to life, outside the school.
- Shifting learning from rote learning
- Enriching the curriculum so that it goes beyond text books.
- Making examinations more flexible and integrated into life.
- Nurturing an overriding identity informed by caring concerns within democratic polity of the country.

### **The main focus of NCF are :**

- Ensuring that irrespective of caste, creed, religion and sex, all are provided with a standard curriculum.
- Making learning a joyful experience without stress, it recommends major changes in the design of syllabus.
- Ensuring quality education for all children.
- Reducing the curriculum load based on insights provided in 'learning without burden'.
- Developing a sense of self-reliance and dignity of the individual which would develop a sense of non-violence and oneness across the society.
- Developing a Child Centered Approach which would promote universal enrollment.
- Promoting national identity among students which would help to re-evaluate the new generation.
- Building commitment to democratic values of equality, justice, secularism and freedom.

The draft of NCF was translated into 22 languages listed in the VIII Schedule of the Constitution. The NCF was approved by the Central Advisory Board on Education in September, 2005.

Thus, the NCF (2005), seeks to provide a framework within which teachers and schools can choose and plan experiences that they think the children should have. It addresses four issues such as educational purpose, educational experience, an organization of experience and assessing learners. NCF differs from curriculum and syllabus. It provides guidelines on different aspects of education. Earlier NCFs were based on Behaviorist Psychology but NCF (2005) is based on Constructivist Theory.

## **National Knowledge Commission (2007)**

The National Knowledge Commission (NKC) was constituted on 13th June, 2005 by the Prime Minister of India, Dr. Manmohan Singh. The commission introduced policy related to education,

research institutes and reforms that made India competitive in the field of education. Sam Pitroda was the chairman. Other prominent members were Dr. Ashok Sekhar Ganguly, Nandan Nilkeni, Dr. Deepak Nayyar, Dr. Jayati Ghosh, etc. In 2014, it was discontinued by the BJP government.

The vision of the National Knowledge Commission (NKC) was constituted as an advisory body to the Prime Minister. It helped to restructure knowledge related institutions and infrastructure to meet the challenges of the 21st century.

## Aims of NKC

- To promote knowledge applications in agriculture and industry.
- To build excellence in the educational system.
- To improve the management of institutions engaged in intellectual property rights.
- To promote the use of knowledge capabilities in making the government an effective, transport and accountable service provider.
- To promote creation of knowledge in Science & Technology laboratories.

## Important Recommendations

*Recommendations submitted in 2007 by NKC are*

**Health Information Network** It recommended that extensive use of IT in health care will promote the delivery of efficient health care in the country. India needs to develop a web-based network connecting all health care establishments in both the private and public sector. This will help in improving public health planning, medical education, control, medical research, drug development, prevention of fraud, disaster management and improved patient care, cost

**Portals** The NKC recommended the creation of web portals to aggregate, organize and present relevant and useful in local languages, in a highly uniform, customisable, user friendly and personalized way for several key areas related to basic human needs. The portals should be translated into all Indian languages to reach a wider audience. Interactive applications and e-learning content must be made available in local languages. content

**Legal Education** The NKC recognises legal education as an important constituent of professional education. The vision of legal education is to provide justice-oriented education essential to the realization of values enshrined in the Constitution of India. The NKC constituted a working group of experts, to suggest necessary measures to improve the quality of education in India.

**Medical Education** The quality, the quantity distribution and availability of human resources for the health sector in India at present, need to be improved substantially to deliver care-driven, rural oriented and equitable health services. Thus, the NKC considered it imperative to carry out a comprehensive appraisal of the system and took the important steps.

**Management Education** Management education has seen phenomenal growth in the last decade in our country. The NKC constituted a working group of experts from academia and industry and proposed some rules like, new regulatory framework, grading the institutions, faculty development, introduction of non-traditional management education, etc. Apart from these, the NKC also took important initiatives in the field of open and distance education, intellectual property rights, legal framework for public funded research and traditional health system.

### **Yashpal Committee Report (2009)**

The Yashpal Committee was chaired by Prof. Yashpal and other eminent scholars gave suggestions on 'Renovation and Rejuvenation of Higher Education'. They help the authorities to improve the quality of higher education and to rectify the defects that has crept into the system.

#### **Objectives of Yashpal Committee Report**

- All universities must be teaching cum research universities. All research bodies must connect with universities in their vicinity and create teaching opportunities for their researchers.
- We must prevent isolation from studying engineering or management. We should look forward to the day when IITs and IIMs also produce scholars in areas like literature, linguistics and politics. Institutions must be given the freedom to expand and diversify as they see fit rather than thrusting a uniform diktat on all institutions.
- All syllabi should require teachers and students to apply what they have learnt in their courses, on studying a local situation, issue or problem. There should be sufficient room for the use of local data and resources to make the knowledge covered in the syllabus come alive as experience
- Minimum set of occupational exposure to be made compulsory for all students, irrespective of discipline, in the form of summer jobs or internships, with evaluation of the students on this front.
- Need to expose students at the undergraduate level to various disciplines like humanitics, social sciences, aesthetics, irrespective of the discipline they would like to specialize in subsequently.
- Teacher training for all levels of school education (from primary to higher secondary) must be carried out by institutions of higher education. The absence of university-level interest in teacher training has resulted in poor academic quality.
- We need to build strong bridges between different fields of professional education and the disciplines of science, social sciences and humanities. All professional institutions must be a part of a comprehensive university in a complete administrative and academic sense. We must abolish intermediary bodies that have been set up solely to issue licenses to professional colleges alone and inspect them. This will also help new interdisciplinary courses and research to evolve in the comprehensive universities.
- All vocational institutions must also be a part of universities.

- It should be mandatory for all universities to have undergraduate programmes. All teachers in universities must teach at the undergraduate level.
- Universities must take steps to reduce gender, class and caste asymmetries.

## **Important Recommendations**

- Universities to be self-regulatory bodies to be assisted by hassle-free and transparent regulatory processes.
- Universities to be made responsible regarding the academic content of professional courses.
- Creation of an all encompassing commission for higher education, a central statutory body to replace the existing regulatory bodies including the UGC, AICTE, NCTE, etc.
- Institutions of excellence like the IITs and IIMs to be converted into full-fledged universities, while keeping intact their unique features, which shall act as pace-setting and model governance systems for all universities.
- Undergraduate programmes to be restructured to enable students to have opportunities to access all curricular areas with a fair degree of mobility.
- All universities have the full range of knowledge areas. No single discipline or specialized university to be created.

## **National Curriculum Framework for Teacher Education (2009)**

After independence, a number of commissions and committees have focused on curricular content along with the role of teachers and their education programmes.

The National Curriculum Framework for Teacher Education, 2009 was developed by an expert committee comprising of eminent scholars, teacher educators, teachers, representatives of NGOs, faculty of RIES, NCERT, SCERTS, DIETs, JASEs, CTEs, University departments of education, state departments of education, etc. Two previous significant developments particularly, NCF (2005) and the Right of Children to Free and Compulsory Education Act , 2009 as well as the fundamental tenets enshrined in the Constitution of India have guided the development of this framework.

## **Main Features of National Curriculum Framework**

The National Curriculum Framework for Teacher Education (NCFTE, 2009) elaborates the context, concerns and vision underscoring that teacher education and school education have a symbiotic relationship and developments in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well. The new concerns of school curriculum and the expected transactional modalities have been emphasized in designing this framework for all stages of school education. Issues related to inclusive education, perspectives for equitable and sustainable development,

gender perspectives, role of community knowledge in education and ICT in schooling as well as e-learning become the center-stage in the framework.

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

The Education Commission says, "the destiny of India is not being shaped in its classrooms". Teachers can play their role significantly if they are properly prepared or trained, The National Curriculum Framework for Teacher Education (2009) was made to achieve this goal properly.

### **Justice Verma Committee Report (2012)**

Education is the basic tool for development of consciousness and reconstruction of society. Teacher is the medium to achieve this goal. Hence, the quality of teacher education to provide quality teachers is an important component for success of this programme. The National Council of Teacher Education (NCTE) set up a Teacher Education Assessment Committee under Justice JS Verma. This committee proposed that NCTE should set up a national level academic body by the name of National Institute for Policy and Research in Teacher Education (NIPRTE).

### **Functions of NIPRTE**

- Continual reflection and analysis of teacher education programmes.
- Continual reflection and analysis of norms and standards.
- Development of reading material.
- Faculty development of teacher educators.



## **Objectives of NIPRTE**

- To examine and review norms, guidelines and standards laid down by the NCTE for Teacher Education Programmes for all levels (including ECCE) and recognition of institutions, and to provide appropriate feedback to the NCTE periodically
- To undertake surveys and studies/research relating to various aspects of teacher education at all levels.
- To function as an institutional platform for ensuring coordination and collaboration amongst all stakeholders in teacher education. This institutional platform shall advise on policy and academic decisions on standards, procedures and quality parameters and shall review the implementation of such decisions.
- To design a framework for the accreditation of teacher education institutions is to undertake the process of accreditation.
- To review curricula of existing teacher education programmes and design Model Curriculum/ Curricular Framework for them including ECCE. The duration of the Bachelor of Education (B.Ed) programme has been raised to two years.
- To prepare a comprehensive framework of accreditation of teacher education institutions and to undertake process of accreditation through outsourcing or using its own resources.
- To evolve academic accountability norms to be applied on all the institutions of teacher education of all levels including ECCE.
- To develop, collate, translate and disseminate reading material and other material (audio and visual) and academically and financially support institutions of teacher education
- To conduct short-term (3-5 days) orientation programmes for individuals who get empanelled to serve as 'inspectors' in order to carry out the work of giving recognition and recommending upgradation of the institutions.
- To encourage research by Indian scholars on teacher education in other countries, especially, countries with which India's links have not been fully explored namely, Europe (Germany, France, Scandinavia,) East Asia (Japan, China), SAARC countries, countries of the Commonwealth and the CIS.

## **Education and Educational Policies**

### **Policies and Education**

In a democratic society, the goal lies in the various aspects of the welfare of the people. For the well being of the people, definite stress must be given on education. In order to achieve education for all, many attempts and initiatives are taken by the Government of India. A nation's progress and development depends on the availability of the basic civil rights of education to all its citizens.

A policy is a deliberate system of principles to guide decisions and achieve rational outcomes. Policies are important because they help an educational department to establish rules and procedures and to create standards of quality for learning. Ultimately, policies are necessary for

the success of educational goals. On the other hand, the education sector also suggests a scheme or series of steps through which sound and workable policies can be formulated and then effective planning, put into effect, evaluated and re-designed.

Education is the basic foundation of awakening to any society and nation. Therefore, the main purpose of education should be qualitative education and its usefulness to life. For the development of a nation or society, the formulation of good educational policies is essential. The education policy implies a lot of good work in education, it is related to the future generation.

### Relationship Between Policies and Education

There is a direct relationship between policies and education. The effective improvement in education can be made through effective policies as this would benefit the future generation. Our government has always valued the importance of education and this is reflected in our policies. After independence, various types of commissions and committees were formed and through these great success was achieved. In this context, the basic education vision of Mahatma Gandhi proved to be more effective and important. As a result of these policies of Gandhiji, the basic schools were started in India. In 1953-54, the Government of India considered the education system seriously and constituted the Secondary Education Committee. It is also called the Mudaliar Committee. Accordingly, primary education was increased from fourth to fifth grade. Similarly, in 1964, 1966, 1968 and 1975 several Committees were set up to determine education related policies. Policies are attached to the basic improvement in the education process. The consequences of the policies are made by the changes made at the basic level of education. Under this, in the education sector various types of specific tools and applications are applied. The use of modern resources in the education sector, effective changes in uniformity reflect the effect of the policies. Therefore, there is an interdependence of relationship between policies and education.

### Linkage Between Educational Policy and National Development

An organized education has a long history in our country. Famous Gurukul system of India is one of the oldest educational systems of Earth, which is dedicated to the highest level of all round human development. Although, at that time, an education was often limited to the higher castes, students stayed at teacher's house or monastery for their education.

After the completion of their study, they paid Gurudakshina to their teacher which was a voluntary contribution. At the Gurukul, the student learned religion, philosophy, warfare, medicine, scripture, literature, statecraft, astrology and history. There was an intimate relationship between the teacher and the disciple or student.

In the **modern period**, the European missionaries first started schools and later introduced teacher training institutions in India. In the beginning, the East India Company felt no responsibility for an education in India. Only some British intellectuals felt the need. Later, Christian

missionaries made attempts to revive an outdated system of education by introducing Christian religion and Western literature through the English medium.

Gradually, Indians wanted a system of education which could help them to earn their livelihood. Progressive Indians favored the spread of Western learning and English education. The British government encouraged the study of an oriental language as well as English. Various committees which looked into the system of teacher education and training were instituted.

The beginning of the **20th century**, under the colonial supremacy of the British in India witnessed numerous changes and initiatives in terms of an educational administration. From the grassroot level of policy-making, everywhere an infrastructure based and policy based decisions were taken which made an education progressive.

**After independence**, education became the responsibility of the states. The central government's only obligation was to coordinate in technical and higher education to specify standards. The Government of India introduced some important commissions like University Education Commission (1948), Mudaliar Commission Of Secondary Education Commission (1952-53), Kothari Commission (1964-66), etc.

Education is a vital investment for human and economic development of a country. Tradition, culture and faith, all reflect upon the education system and at the same time are also affected by the education system. Changes in technology, labor market, general global environment, all are changing rapidly in the 21st century. To prepare the youth and the children to cope with the present scenario, modern education is utmost needed.

Educational policy plays an extremely crucial role in long term growth and productivity of a nation. It brings positivity in our lives. It teaches us not only theoretical material but also the practical and successful way to lead lives as a responsible citizen.

The social and economical development of a nation is fundamentally an education process in which people learn to, create new institutions, utilize new technologies, cope with their environment, and alter their patterns of behavior. Education in a broad sense improves the capabilities of an individual and the capacity of institutions, and becomes a catalyst for the closely interrelated economical, social, cultural, and demographic changes that become defined as national development.

The greatest need of the hour is to redesign curriculum, textbooks, teaching methodology and children's literature, formal and non-formal education systems. Curriculum plays a crucial role in national integration and harmony. It should enable the learners to learn knowledge, develop conceptual and intellectual skills, attitudes, values and amplitudes conducive to the all round development. Thus, education policy plays a very important role in the national development of a country.

## Determinants of Educational Policy

The determinants of educational policy depend upon the qualitative policy framed by the government during its policy planning. Qualitative education, New Education Policy, new development and innovative ideas are the base of good education policy. There are other factors, like social, economical, political and religion that also affect the educational policy of a country.

*Following are the important determinants of educational policy*

**Parental Education** Levels of parental education is an important determinant of children completing their education. The importance of parental education prompts questions about how policy makers can support parents with lower levels of education to support their children and help them through school.

**Socio-Economic Problems** The socio-economic problems of a country is also a significant determinant of educational policy and it also determines the aims of education. For instance, the Indian Education Commission (1964-66) put emphasis on “increasing productivity as of the national objectives of education”. one

**Cultural Differentiation** Another determinant is cultural differentiation which affects the educational policies in Indian education system. Existing cultural differences should be taken into account in the structure for education or training programmes.

**Physical Facilities** Education and training should take place in a specific physical space. When we plan an educational policy, attention should be given to the availability of the necessary facilities, distribution of facilities and the use of available facilities with the costs of the capital.

## Process of Policy formulation

Policy formation is the development of an effective and acceptable courses of action for addressing what has been placed on the policy agenda. It involves discussion among scholars about possible solutions followed by adoption of a new policy or an amendment of an existing policy. It is an integral part of the process of planning and a comprehensive process is involved in creating the most suitable policies.

Every policy formulation process involves different kinds of phases.

- Selecting the desired objective.
- Identifying the target of the objective.
- Determining the pathway to reach that objective.
- Designing the specific programme or measures in respect of that goal.
- Implementing the measures and assessing its impact on the target subjects.

## **Analysis of the Existing Educational Policy**

Educational policy consists of the principles and governmental policies in an educational sphere. An educational policy consists of the analysis of the requirements of the contemporary educational field. Every country has a different social and economical structure, thus, the requirement of an education is also different.

Government of the relevant country appoints scholars or eminent personalities to make an educational policy. Educational policy seeks to answer questions about the purpose of education, objectives, aims and the required methods for attaining them. It also makes tools for measuring the success and failures of the process. Research on educational policies is carried on several academic disciplines or different fields like, psychology, economics, sociology and human development.

Thus, it is necessary to understand our existing educational policy mainly with the RTE Act, 2009. India's main educational policy is Right to Education (RTE) under article 21A (2002) of the Indian Constitution, which covers the Right to Education Act, 2009. This act describes the modalities of the importance of free and compulsory education for children between 6 to 14 years. India became one of the 135 countries to make education a fundamental right of every child, when the Act came into force on 1 April, 2010.

The title of the RTE Act, incorporates the words 'free and compulsory'. Free education means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by an appropriate government, shall be liable to pay any kind of fees or charges or expenses which may prevent him or her from pursuing and completing an elementary education.

India has moved forward to the rights based framework that casts a legal obligation on the central and state governments to implement this fundamental right.

## **Main Features of Right to Education (RTE) Act (2009)**

- Free and compulsory education to all children of India of the age group of 6 to 14 years.
- No child shall be held back, expelled or required to pass a board examination, until he/she completes an elementary education.
- Proof of age for the purpose of an admission to an elementary education, the age of a child shall be determined on the basis of the birth certificate. But no child shall be denied to an admission in a school for lack of age proof
- A child who completes an elementary education shall be awarded a certificate.
- 25% reservation for economically disadvantaged communities in all private schools should be done.
- Improvement in the quality of an education is important. .
- School teachers should have an adequate professional degree within five years or else will lose his/her job.

- School infrastructure needs to be improved every 3 years.
- Financial burden of responsibilities will be shared between the state and the central governments.

## Implications of the Right to Education Act (2009)

*The Right to Education Act has various positive, social and economical implications. They are*

- It resulted in an increase in the enrollment of students. Free uniforms, textbooks and writing materials encouraged the students to attend school and has also encouraged parents to send their children to school, rather than making them to work as child labour.
- An educational policy also tends to look at reducing the gap between different communities by giving reservation for socially and economically deprived classes.
- The purpose of the Mid-Day Meal is to make sure that the students who are enrolled are able to attain a basic amount of nutrients in their meals during school hours. The act also ensures that no person availing the mid-day meal shall be discriminated against.

## Challenges to RTE in India

According to Amartya Sen, the basic problem with education in India exists in the education setup of the country. Here, the importance is given to higher education and the neglect of primary education has been intolerably large. This is the main reason for not being able to develop a proper base that would help students to cope with higher educational standards. Thus, it cannot give the expected result.

### **This leads to following developments**

- Students, who do not receive sufficient education, fail to cope up, they end up by dropping out. The dropout rates in government schools are very high.
- The dropout rates for students coming from reserved Categories is more, as compared to general categories. This reveals inequality between various communities while availing an education. The dropout rates are high among SCs, STs and OBCs, as most of them come from low income backgrounds.
- Lack of teachers or lack of good teachers results in an inequality of educational attainments. The person who has attained education from a government school, is in a disadvantaged position, in comparison to that person who has attained an education from private school.
- Mid-Day Meal Scheme has faced a certain flaws in its implementation
- The automatic promotion of students in the Right to Education Act, hampers a very high quality of education. There is no formal form of examination, which is mandatory to clear in order to reach the next grade.

Infact, the educational policy of India does not lack anything. It satisfies all the objectives that any educational policy would want to achieve. This also matches global standards. The unsuccessful outcomes, reveals an ugly depiction of its faulty implementation.

## Generation of Policy Options

The policy process is a crucial element in educational planning. It is essential to clarify the concepts of policy and 'policy-making' before proceeding further. Policymaking is the first step in any planning cycle. Policies differ in terms of their scope, complexity, decision environment, range of choices and decision criteria. New policies are usually generated when the present situation of the sector and its context is disturbed by a problem, a political decision or a reorganization scheme.

## Types of Policies

**Issue Specific Policies** These policies are short-term decisions involving day-to-day management or as the term implies, a particular issue.

**Multi-Programme Policies** These policies are conce. with different fields like general education, vocation. education, diversified education, etc.

**Large Scale Policies** These policies are made for a large number of peoples. These policies mainly cover the general or basic requirement in the field of an education.

## Evaluation of Policy Options

Evaluation is a systematic and an impartial assessment of activity, project, programme, policy, topic, etc.

*When we evaluate a policy, it suggests the following steps*

- It focuses on expected and achieved accomplishment, examines the result, processes in order to understand achievements.
- It aims at determining the relevance, impact, effectiveness, efficiency and sustainability of the interventions and contributions of the policies.
- It provides evidence based information that is credible, reliable and useful.
- It is an integral part of each stage of the programming cycle.

Thus, policy options can be evaluated only if alternative scenarios are developed to allow estimations of the likely implications of the options considered. The 'imaginary' situation that would be created if the policy options were implemented is compared with the present situation and the scenario of transition from the existing to the imaginary case is evaluated in terms of desirability, affordability and feasibility.

## **Decision Making Policy**

It is the conclusion of a process during which all information relevant to the decision was gathered and carefully analyzed, so that a total optimal policy might be designed and selected.

Being a welfare state, all the policies in India relate to the benefit of the citizens and the development of our society and an economy. The process of policy formation starts policy with identifying the problems and coming up with the solutions. Poverty and illiteracy are the main hindrance of progress in our society. Thus, the government has taken many important steps to promote education in our country.

Policies are a collection of ideas. Decisions initiates the actions to be taken to implement the policy. The government insists that the policy framework is clear and unambiguous and it requires proper implementation. Maximum members of the committee should express the same opinion and then only important decision-making takes place.

Decision-making is an integral part of our everyday life. It is sometimes difficult to tell where decision-making starts and ends. Policies are plans, courses of action or procedures that are intended to influence decisions. As such, they form a part of the context for decision-making. A policy decision tells us how to make choices in order to act in an alignment with our own purposes and goals.

## **Planning of policy implementation**

Policy implementation is a purposeful and multi-directional change process, aiming to put a specific policy into practice which may affect an educational system on several levels.

Policy's decisions are made with the consent of the people who will put the policy into operation. Requiring consent ensures equal consideration of each member of the group. Each member's objection to a policy must be resolved before the policy can be adopted. But the implementation of policy is not an easy job. There are many local level problems in our society. To implement national level policies on education is a tough task. Studies show that what has happened in an implementation stage, influences the actual outcome of the policy. It cannot be anticipated early.

Conversely, the livelihood of a successful outcome will be increased, if thought is given at the policy design stage to potential the problems of the society, instead of facing problems. Later, through an evaluation research, attempts can be made to modify the policy prior. It is regarded as a good alternative.

The policy implementation process theoretically includes an attempt to assess as many areas of potential policy impact as possible, to lessen the chances that a given will have unexpected consequences.



## **Applications or implementation of the Educational Policy**

Policy implementation is what happens after a law is passed. Educational policy implementation is the transformation of an educational policy into action. Here, are some important facts about the implementation of the

- While applying the policy, we must observe who is the beneficiary and who are negatively affected.
- Time required to completely implement the policy is also observed.
- Calculating the associated cost and financing of the policy is a mostly needed phenomenon.
- We should examine the political complexities of a federal structure while applying the new policy.

## **Rules for Educational Policy Implementation**

- Planning related to implementation of new policy must include policy assessment.
- Feedback should be obtained during implementation, reassessment of aspects of policy's decisions and modification by policy's makers.
- Concrete implementation policies reassessment of the policies. of causes

## **Strategies for Implementation of Educational Policy**

- Involving those who play some roles or supporting roles in the process of providing certain necessities and services.
- Using community leaders, religious leaders, political leaders, academicians for mobilizing people around it.
- Using people and various groups that are beneficiaries.
- The mass media is the greatest means of reaching the far and near people.

## **Policy Impact Assessment**

The ability to evaluate which project or policy will have the most impact is truly commendable. These policy impact assessments are formal, evidence-based procedures that assess economical, social and environmental effects of public policy.

*The policy impact assessment can be improved, if we follow these steps:*

- Informing policy's makers about potential, economical, social and environmental ramifications.
- Increasing public participation in order to reflect a range of considerations.
- Improving transparency and special interest lobbying is discouraged.
- Clarifying how public policy helps to achieve its goals.
- Contributing to continuous learning in policy development.

Today, many methods are accepted for the policy impact assessment. These include scoping, aggregation, comparison of options, analyzing coherence, data presentation, involvement, monitoring, evaluation, etc.

## **Subsequent Policy Cycle**

Policy is considered as a deliberate system of principles to guide decisions and to achieve rational outcomes. The policy cycle is a tool used for analyzing the development of a policy item. It is also referred to as 'Stages Approach'.

**James E Anderson** suggests the following stages in policy cycle Agenda setting

- Policy formulation
- Decision-making
- Implementation
- Evaluation

It was later developed by **Peter Bridgman** and **Glyn David**  
According to them, the policy cycle includes eight steps. They are

- Issue identification
- Policy analysis
- Consultation
- Policy instrument development
- Building coordination and coalitions
- Program design or decision-making
- Policy implementation and
- Policy evaluation

# **Economics of Education**

## **Educational Economics**

The economics of education is a rapidly growing and evolving field. It covers a diverse area of Economic Theories, Models and Quantitative Methodologies. All these help to understand, analyze and improve the performance of the education system. Economics is a social science that studies how society chooses to allocate its scarce resources, which have alternative uses, to provide goods and services for present and future consumption. Economics of education is the application of economic principles, concepts and laws to the process of education.

It studies human behavior (in terms of human decisions), actions and reactions about schooling. It further looks into how human behavior affects economic development. It is one of the branches of ordinary economics. Though, it is the study of how educational managers make official or approved choices from scarce available resources which is meant for the realization of the best

possible educational outcomes. It employs the use of some elementary concepts commonly used in labor economics, public sector economics, welfare economics, etc. Economists like **Adam Smith, Alfred Marshall, John Stuart Mill** had discussed education and development extensively.

The fundamental problem of economics of education is how the society, institution and the household makes use of the limited human and material resources they have, to best satisfy their unlimited wants for education. The solution to the fundamental problem requires the application of certain economical concepts. The study of economics of education includes private and social rates of return to education, human capital and signaling theory of education, non-pecuniary benefits of education, educational and economical development, contribution of education to the economy, measuring educational expenditure, man-power

planning, educational planning and human resource development, educational cost, cost analysis, educational production, educational efficiency and effectiveness, cost efficiency and effectiveness, cost benefit analysis and economics of teacher supply, education and equity.

Today, education is considered as a form of investment in human beings, which yields economical benefits and contributes to a country's future wealth by increasing the productive capacity of its people. So, the expenditure on education can be partially justified in terms of the potential contribution of education to economic growth. The evaluation of investment in human capital began in the mid-fifties by economists like TW Schultz, GS Becker, Jacob Mincer, HP Miller, etc. The extensive use of Cost-Benefit Analysis or CBA in the field of education started in the sixties by economists like M Blaug, M Woodhall, R Layard, Lee Hansen. The findings of their studies have facilitated the adoption of the technique of CBA to evaluate educational investment projects.

## **Cost Benefit Analysis in Education**

The term "Cost Benefit Analysis" implies a systematic comparison of the magnitude of the costs and benefits of some form of investment in order to assess economic profitability. All forms of investment involve a sacrifice of the present consumption, in order to secure future benefits in the form of higher levels of output or income. It provides a means of appraising these future benefits in the light of the costs that must be incurred at present. The purpose of such analysis is to provide a measure of the expected yield of the investment, "Of all the techniques of investment appraisal which in recent years have come to be applied to the public sector, none has attracted more than Cost Benefit Analysis (Blaug, 1970)".

A general definition of Cost Benefit Analysis states that "It is a practical way of assessing the desirability of projects, where it is important to take a long view (in the sense of looking at repercussions in the further, as well as in the nearer future) and a wide view ( in the sense of allowing for side-effects of many kinds on many persons, industries, regions, etc.), i.e. it implies the enumeration and evaluation of all the relevant costs and benefits (Press end Turvey, 1965)."

This is a technique that has been used for the purpose of choosing a project from among a number of projects on the basis of a consideration of their Cost Benefit relationship. In applying this technique, one has to be careful about both the concepts of cost and benefit as well as their measurement. It

provides a measure of the profitability of education as an investment for society, or for the individual student of his/her family. It will act as a general guide for resource allocation and enable the comparison of the profitability of different types of education. One has to be clear about the social and private benefits of education, and its social and private costs. Essentially, it relates the educational cost with the benefits measured in monetary terms.

Cost Benefits Analysis is useful for decision-making in education in the following ways:

- It may point out the need for change in resource allocation in favor of those types of education which can offer the highest rates of return.
- It may suggest ways of increasing the profitability of education, either by increasing benefits or by lowering the costs.
- Finally, it provides a conceptual framework for the examination of the costs of education in relation to the relative earnings of the educated man-power.
- It plays a great role in educational policy-making. It has been applied to people as human capital, to assess the rates of return to investment in education.

In 1981, **Segun Adesina** noted that the Cost Benefit Approach looks at each level of education as investment in human beings with the purpose that the returns will help to improve the whole economy. Assumptions, the wages/salaries paid to workers reflects differences in their productivity, variations in productivity results from different amounts and the kind of education people receive.

*Cost Benefit Analysis in education is perceived from two angles, namely*

- The social rates of return
- The private rates of return

### **Social Rates of Return**

This rate of the benefit is to be derived by the state of investing in a particular form of education. The cost of education is usually borne by the society as a whole and can be calculated by equating the total present value, earning of an average educated person before tax with benefits to be gained from alternative investments, in physical capital.

### **Private Rates of Return**

This is the investment by private individuals and the expected benefit for acquiring a particular type of education. This is calculated by equating the direct and out of pocket costs of student plus earning done by them while studying

## Advantages of Cost Benefit Analysis

- By looking at the age earnings structure of the educated person, it is possible to measure or increase in Productivity of an educated person.
- The analysis can show or suggest the directions in which the education system in a Society should expand, so as to maximize the earning capacity of their product.
- It shows the relationship between the cost of gaining more education and the increase in payment, which results from additional education.

## Disadvantages of Cost Benefit Analysis

- It is difficult to measure the benefits, which derives from investing in any type of education.
- In developing countries, the differential in carings of workers cannot be attributed to additional education acquired, but to other things such as habits, customs, family background, etc.
- Primary education gives the highest return to society. according to some studies done on the calculation of the social rates of return for all levels of education which seems to be vague.
- The salaries of civil servants are more influenced by economic variables than by productivity consideration. Over the years and across many countries, various approaches to educational planning have been developed.

## Cost Effective Analysis in Education

It is a technique for measuring the relationship between the total inputs, or cost of a project or activity and its outputs or objectives.

It is the comparison of the cost of implementing a new information system or upgrading an existing one to the cost that would be involved in retaining the existing ones of doing things. A measure of the cost effectiveness is obtained by measuring costs against outcomes. In education, the effects may include quantity measures such as school enrollment, attendance, completion or overall years, or degree attained, and quality measures such as cognitive development, academic achievement and non-cognitive skills. or

It is closely related to Cost Benefit Analysis. They both represent economic evaluations of alternative resource use and measure costs in the same way. However, cost-benefit analysis is used to address only those types of alternatives where the outcomes can be measured in terms of their monetary values. For eg, vocational education is judged according to Cost Benefit Analysis.

The purpose of Cost Effective Analysis in education is to judge particular objectives at the lowest cost. By choosing those with which programme or combination of programmes can achieve the least cost for a given outcome, society can use its resources properly. Those resources that are saved through using more Cost Effective Approaches can be devoted to expanding programmes or can be applied to other important and social endeavors.

Thus, we can say that Cost Effective Analysis is a form of economic analysis that compares the relative costs and outcomes (effects) of two or more courses of action. It is distinct from Cost Benefit Analysis, which assigns a monetary value to the measure of effect. It is often used in the field of health services, where it may be inappropriate to monetize health effects. Typically, the CEA is expressed in terms of a ratio where the denominator is a gain in health from a measure (years of life, premature births averted, sight-years gained) and the numerator is the cost associated with the health gain.

The most commonly used outcome measure is Quality Adjusted Life Years (QALY). Cost Utility Analysis is similar to Cost Effective Analysis. The concept of Cost Effective Analysis is applied to the planning and management of many types of organized activity. In education, CEA can be utilized in the form of investment done in the education sector and its subsequent result, for example, allocation of Rs 21000 crore on SSA. Now, an analysis has to be done so that whatever money has been invested has been yielding the desired result, or not has to be examined. If the returns are not favorable then rethinking, replanning and reconsideration has to be done.

## Difference Between Cost Benefit Analysis and Cost Effective Analysis

Cost Benefit Analysis (CBA)	Cost Effective Analysis (CEA)
It is an economic evaluation technique that compares the cost of the intervention with the benefit incurred, where the benefit is measured by monetary units.	It is an economic evaluation technique that compares cost per consequence of two or more interventions, where the consequences are measured by natural units (life years gained, saved years of life).
It focuses on the monetary outcomes.	It focuses on non-monetary outcomes.
Here, both costs and consequences are measured in monetary unit.	Here, consequences are measured by natural units.
As it is based on the monetary terms, it is quantitative project evaluation technique.	It is a mixed of both qualitative and quantitative evaluation techniques.
It adopts broad societal perspective as it includes all costs and all benefits.	It has its limitation on outcomes related to monetary value.

Cost Benefit Analysis (CBA)	Cost Effective Analysis (CEA)
The results are presented in terms of ratio of benefit to cost and return on investment.	The results are presented in terms of incremental cost per unit of effectiveness for interventions.
It helps to identify the best ways to achieve given outcome.	It helps to identify ways to redirect resources to achieve more.
It is suitable for evaluation of industrial projects, since monetary value can be easily calculated.	It is more suitable for the service-oriented organisations.

## Higher Education Signaling Theory

The Signaling theory of education, usually attributed to Michael Spence (1973). It suggests that individual workers innate productivity levels that are identified by their years of schooling rather than enhanced by them. This suggests that more educated workers receives higher pays as education provides them a credential than the workers who has acquired skills. It was developed

by **Arrow** (1973), **Layard and Psacharopoulos** (1974), **Riley** (1975, 1979), **Spence** (1974,1976), **Stiglitz** (1975) and **Wolpin** (1977).

*Signaling theory is based on the following assumptions*

- Every individual has different innate levels of productivity. These are not affected by their education.
- Additional education demands additional costs. This helps to differ for high and low productivity of workers. Those who can learn easily can acquire the signal more cheaply than others. Thus, they need to spend less time studying.
- There is always asymmetric information with respect to worker's productivity. Individual workers know their skill levels, but the employers often do not know.
- Schooling levels can be observed without incurring a cost. Employers always use educational qualifications to predict productivity, make hiring decisions, and set wages. This is based on the fact that individuals are rational and they invest in education as long as the benefit of an additional year of schooling exceeds the cost. The benefit of an additional year of schooling is the same for high and low-productivity workers, but the costs are higher for low productivity workers.

The Signaling model is attached on the assumption that worker's productivity is negatively related to the cost of acquiring the signal. As long as cost differences across workers result from differences in cognitive ability or tastes for learning, they may be indicative of differences in job productivity. If the cost of education varies because of differences in family contributions towards school fees, tuition, etc., then the students who face higher schooling costs may be no less productive than those who face lower schooling costs and education will not allow employers to distinguish between high and low productivity workers.

## **Human Capital theory**

It claims that education and training are investments that make individuals genuinely more productive. These individuals earn high salaries and become more employable. The gain of the individual can be measured by the net gain in life-time earnings accumulated as a result of their investment in education or training, Policy's makers around the world admit that investment in education is a good thing.

They suggest that Vocational Education and Training (VET) is a means of securing higher economic growth and national prosperity. Some economists have argued that individuals who are more able and productive also tend to invest in more education (Spence and Arrow, 1973). In other words, education does not necessarily make an individual more productive, rather it simply acts as an expensive sorting device which enables employers to identify more able individuals.

**Wolf** (2002) suggests that the policy emphasizes on education and skills as the main driver of economic growth, overstates the importance of human capital investments and the major function

of education as a social discriminator. Separating out the genuine impact of education on productivity and earning from its role as a sorting device is very difficult.

Recent researchers like Carneiro and Heckman (2003), Cunha and Heckman (2009), and Carneiro (2009) argue that it is also crucial that we understand the technology of skill formation over the life cycle. We need to know how different types of people can effectively acquire skills at different stages of the life cycle and the economic returns to those skills once acquired. This is particularly important in the area of VET. Some international evidence suggests that the economic returns to some VET are low.

Finally, even if we accept that education and training genuinely do enhance an individual's productivity in the labor market, it is not clear that focusing on earning is enough. It is not clear whether wages always accurately reflect an individual's productivity level. Education is far more than an economic investment as it yields various non-economic benefits like reduced crime, better parenting skills, better healthcare outcomes for the individual. These wider benefits also play a crucial role in policy development for education, particularly in the area of VET.

### Difference Between Signaling Theory and Human Capital Theory

Difference Between Signaling Theory and Human Capital Theory	
Signaling Theory	Human Capital Theory
It claims that education raises wages simply because educational level is a signal of the worker's ability.	It claims that education raises wages by increasing productivity.
It suggests that education does not improve the student's ability.	It suggests that education has a positive causal effect on student's ability, which in a competitive labour market translates into higher earnings. Those with education earn more because they learn.
It can similarly be defined using mediating variables. It could be limited to measures of potential employer's beliefs about ability.	It assumes that education improves individual and aggregate outcomes because it improves the broadly defined job-relevant skills of the student.

Educational institutions are mainly funded by students and their parents, employers from the private sector, government tax revenue or they rely mostly on private donors. Funding can be direct, that is through recurrent grants, capital grants and taxes or through student's tuition fees and other charges which are the main source of revenue for institutions. A small number of institutions are funded through loans. A school or university can choose between one or more of those funding sources.

Public institutions are usually funded by national governments through direct transfers of tax revenues. Therefore, public universities are either absolutely free of charge low tuition fees regulated by the state or federal governments. Often such institutions are owned and administered by the state, but in some cases they maintain their institutional autonomy to decide on governance, tuition and student enrollment. Some private universities may also receive public funding in the form of tax breaks and government loans and grants for students from disadvantaged backgrounds. Similarly, private donations are given to students who choose to attend public educational institutions.



## Educational Finance

Educational finance means the financing of private and public educational institutions. It refers to governmental and organizational processes by which revenues are generated through taxation, tuition fees, philanthropy, etc.

It is not a technical field, dominated by financial formulas and budget categories but it involves public policy issues at the dynamic core of any society regarding equity, efficiency and freedom of choice.

Improvement of education should be made within the financial and human resources available in the country. Through careful analysis, allocation of money should be made to important educational sectors, according to the requirements.

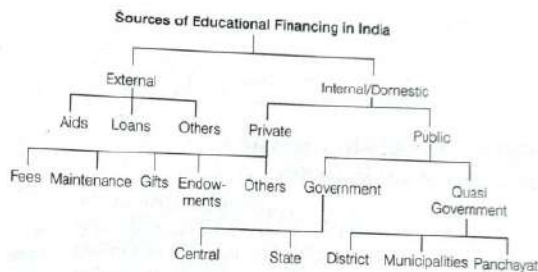
Attempts should be made to provide education free or at a much lower cost than the real one, to help the young members of our society. As a result, maximum returns will be ensured and the wastage of human and physical resources of the country will be eliminated.

For encouraging educational opportunities in our country, a large number of scholarships, stipends and free studentship should be given to the students. Also special grants for physical activities, libraries, reading rooms, expenses on special programmes should be given to all institutions. Different commissions recommend several grants in the field of education which will enhance the overall standard and prestige of our education system.

Education institutions are mainly funded by students and their parents, employers from the private sector, and the government. Tax revenue or they rely mostly on private donors. Capital grants and taxes or through student's tuition fees and other charges which are the main sources of revenue for institution. A small number institutions are funded through loans. A school or university can choose between one or more of those funding sources.

Public institutions are usually funded by national governments through direct transfers of tax revenues. Therefore, public universities are either absolutely free of charge or have low tuition fees regulated by the state or federal governments. Often such institutions are owned and administered by the state, but in some cases they maintain their institutional autonomy to decide on governance, tuition and student enrollment. Some private universities may also receive public funding in the form of tax breaks and government loans and grants for students from disadvantaged backgrounds. Similarly, private donations are given to students who choose to attend public educational institutions.

## Sources of finance



## Principles of Educational Finance

- All allocations of funds to education should be determined by the educational budget and priorities to various sectors should be made within the sphere of education itself.
- An improvement of education should be made within the financial and human resources available in the country.
- Through careful analysis, allocations should be made to important educational sectors in accordance with the projected man-power requirements.
- Education cannot be purchased like a commodity, attempts should be made to provide education free or at a much lower cost than the real one.
- Education should be duly financed to provide equal opportunity for the development of the individuals.
- Special grants for physical activities, libraries and reading rooms, expenses on special programmes like mid-day meals, etc. should be given.
- For craft, cottage industry, finance should be introduced in schools. Teachers should be given incentives.

## Educational Finance at Micro-Level in India

Micro-finance services are providing financial assistance to an individual or an eligible client, either directly or through a group mechanism. It is a powerful tool to fight poverty. It means building financial systems that serve the poor. It promotes socio-economic development at the grass root level through Community-Based Approach.

**Micro Planning Theory** analyzes consumption and investment of households, prices of particular goods, output, sales and purchase decisions of individual firms and industries. Micro-planning in education starts from the grass root level.

For instance, the head of an institution has to plan how best he/she should bring all the children to school in his/her area. Here, planning at the village level has to be done. How best individual schools can bring and retain all the children in schools. How schools in individual habitations can be provided and whether eligible students are getting the scholarship on time.

## Educational Finance at Macro-Level in India

Macro-finance deals with the overall economy at the larger regional or national level. It involves drafting policies, initiating programmes like subsidies or funding and operating multi-year development plans with an aim to generate employment. Macro-finance aims for overall economical development more broadly.

Educational finance supports not only individual well being, but also the economical health of our nation. At the time of financial crisis, consumers not only take important decisions about financial products and services for their own best interests, but collectively, they also help to promote broader economic stability.

The main aim of macro-finance is to help an economy to grow and to generate employment and expand an economy. A government provides macro-finance in any form to the business like tax benefits or a subsidy because it will benefit the economy in future. Here, the amount of money involved is in a large proportion.

years designed for A macro-finance is for a specific time period like 2 or 3 It means it has a predefined tenure, Sarva Shiksha Abhiyan, Mid-Day Meal, etc. are important Indian Government programmes which aims at universalisation of elementary education and the improvement of nutritional status of school age children nationwide. All these plannings are realization of educational aims and objectives for both individual and social development. These plannings of India at macro level helps to become India, a country of super power.

power.

**Difference Between Micro Finance and Macro Finance**

Basis	Micro Finance	Macro Finance
Meaning	It is an individual based concept to furnish financial services to low income individuals who have no access to finance in a conventional way.	It is a whole economy based concept, which is not framed for any particular group, to grow the economy at a national level.
Concept	It is a narrow concept and focuses on the need of an individual.	It is a broad concept and focuses the whole nation.
By whom	It is provided by micro-finance companies, self-help groups and non-governmental organisations.	It involves a large entity like governments, big corporations, banks, and some big private lenders.
Money involved	In micro-finance, the money involved is in a small amount.	The amount of money involved is in a large portion.
Time-period	It is an endless activity which goes on and on.	It is for a specific-time period like 2 to 3 years. It means it has a pre-defined tenure.
Risk level	There is a risk of default that an individual may not pay.	There is no risk at all because the main aim is to give benefit to the economy.
Effect	It has a direct effect on an individual.	It has a direct effect on the whole economy, which indirectly affects the whole population.

## Difference Between Microfinance and Macro Finance

### Budgeting

The word "budget" came from a French word 'bougette' meaning little bag. Budget is an estimation of probable future income (revenue) and expenditure for a programme or project from a period of time. It is also defined as "a financial and quantitative statement prepared and approved prior to a defined period of time, of the policy to be pursued during that period for the purpose of attaining a given objective. It may include income, expenditure and the employment of capital".

## Objectives of Budgeting

A major element of financial data activity rests in the act of budgeting. Budgeting is the process of allocating finite resources to the prioritized needs of an organization. A carefully planned budget is needed for educational policies taken by the government. Educational policies like distribution policies, curriculum policies, pedagogical policies, and resource policies make funding imperative.

The school budget may be described as the process of preparing a statement of anticipated revenue and for the proposed expenditure for a period of time. In school, the budget is the financial dimension of the school improvement plan.

A budget is regarded as a plan that informs and empowers spending decisions and facilities for the achievement of the school's educational aims. Colleges and universities and other research institutes follow a balanced budget which is best suited for them. Their budget should be approved by the state government and sometimes by the central government when the institute is directly financed by the central government.

## Principles of Budgeting

Certain principles must be kept in mind while making budget.

**Management Support** Top management's support and cooperation is essential for successful implementation of the budget. It is necessary to monitor the actual performer and reward the good performer.

**Employee's Involvement** Participation of employees in budgeting process, motivates them to strive hard to achieve budget levels of efficiency and activity.

**Statement of Organizational Goal** An organizational goal should be quantified and clearly stated and this policy is a prerequisite for budgeting.

**Responsibility Accounting** Management should inform the employees about the expectations from them. The cost over which an individual has pre-dominant control should be used in evaluating performance of that individual.

**Organizational Structure** There should be a well planned organizational structure comprising the Budget Committee and its President who are responsible to make the budget.

**Flexibility** The budget can be changed during a year, according to the performance of the employee.

**Communication of Results** Proper communication should be maintained so that remedial actions can be taken wherever necessary.

**Sound Accounting System** Every organization should have a good accounting system so as to generate precise, accurate, reliable and prompt information which is regarded as essential for successful implantation of a budget system.

### **Objectives of Budgeting**

- To control the cost and increase revenue and thereby maximize profit, so as to know profit at different levels of production and best production level.
- To run production activities in an efficient manner by Jay behind the chances of interruption in the production process due to lack of material, labor etc.
- To bring about coordination between different functions of an enterprise, which is essential for the success of any enterprise.
- To incorporate measures of calculation of deviations from budgeted results and analysis of the same, whereby responsibility can be fixed and controlling measures/ action can be taken.
- To ensure that actions taken are in accordance with the targets and if required, to take suitable corrective-action.
- To predict short and long term financial positions for better financial position and management of working capital in a better manner.

### **Essentials of Effective Budgeting**

A good budgeting system requires a good organizational system with lines of authority and responsibility clearly mentioned. There must be perfect coordination among different functions as well as participation of responsible managers/ supervisors in the decision-making process.

Thus, the main essentials of effective budgeting are as follows:

- There should be well-planned organizational setup authority and responsibility clearly defined, a Budget Committee should be formed consisting of all top executives.
- There should be a good accounting system which provides accurate and timely information
- Variations should be reported promptly and clearly to the appropriate levels of management.
- Budgets have no meaning unless they lead to control action as a consequence of feedback provided.
- The whole system should enjoy the support and cooperation of top management.
- Staff should be strongly and properly motivated towards the systems.
  
- Budget should be prepared on the basis of clearly defined business policies, after discussion held with the head of the individual department so that they may provide their suggestions in this regard.

## **Advantages of Budgeting**

- It leads to maximum utilization of resources with a view to ensuring maximum return.
- It increases the awareness about business enterprise at all levels of management in the process of fulfillment of targets.
- It is helpful in better coordination between different functions/activities of business/organization and hence, better understanding between different functions.
- It is a process of self-examination and self-criticism which is essential for the success of any organization.
- It makes a path for active participation and support of top management
- It enables the organization to prefix its goals and push up the forces towards their achievements.
- It stimulates the effective use of resources and creates an attitude of cost consciousness throughout the organization.
  
- It creates the base for measuring performances of different departments as well as different functions of the production activities.

## **Disadvantages of Budgeting**

- Forecasting, planning or budgeting is not an exact science and a certain amount of judgment is present in any budgeting plan.
- The basic requirement for the success of budgeting is the absolute support and enthusiasm provided by the top management. If it is lacking at any time, the whole system will collapse.
- It should be followed-up by effective control action, this is often lacking in many organizations, which defeats the very purpose of budgeting.
- The installation of a budgeting system is an elaborate process and it takes time.
- It is only a source and not a target and hence, cannot take the place of management, while it is only a tool of management. Thus, the budget should be regarded not as a master, but as a servant.
- It requires the experienced man-power, technical staff, analysis, control etc, hence, it is a costly affair.

# **Education and Politics**

## **Introduction**

Education is a pre-requisite for the acquisition of knowledge, enhancement of skills, development of attitudes and values. We need education because it provides us knowledge and skills to lead a meaningful life. During the British era, education was only available to some selected persons, who were mainly engaged in service of colonial rule. After independence, importance was given to all forms of education for promoting the welfare of the citizens of the country.

An urgent need is felt to make education accessible and possible to all the citizens of the country. Thus, by introducing the Right to Education Act (RTE), 2009, India provides free and compulsory education to all children in the age group of six to fourteen years as a fundamental right. It is vital for every society to develop a system of education for the survival of the society and individual.

Education is the method by which a society transmits from one generation to the next, its knowledge, culture and values. Education is the process by which a person learns facts, acquires skills and develops abilities and attitudes necessary for their livelihood and survival. Thus, education is necessary for economic and social development.

## **Relationship Between Politics and Education**

In the past, politicians and educators perceived their roles as completely separate and independent. There was a common myth that politics and education did not mix. But, the reality is that no educational system can be separated from the political system. Considering the societal responsibilities and objectives, education and politics are inextricably related.

policies are generally taken by the government in power. Educational policies are therefore those guidelines which are expedient both for political socialization and for national socio-economic and cultural development. Every government is conscious to ensure its political, social and economical success, the education system must be involved in the promotion of the interests of the governing power. Some common examples of how the political system used the education system to promote the political ambition of it are found in Hitler's Germany, the French Revolution and some military governments in Africa, etc.

On the other hand, the education system and educators need the support and patronage of the ruling political system. They also need the public and other governmental agencies in order to carry out their functions of socialization and training of the people. No educational system can survive without the financial support and protection of the government in power. Thus, by having this unavoidable dependence on successive governmental support and protection, education finds itself used for the promotion of political beliefs and social views of the government and its political leaders.

## **Impact of Politics on Indian Education System**

India is one of the largest democracies in the world. India has a number of political problems which remain without any solution for decades. Some are national level and are regional level problems. Some demand autonomous states within the Indian Union, others demand independence. With all its problems, India still survives as a single democratic country. some

Like other fields, the Indian education system faces many problems. Education system is undoubtedly the foundation of a nation which makes man and country more civilized. If we have a well balanced education system then a large portion of problems can be solved. The problem

we are facing today is political corruption in an education system. Political corruption is the use of power by government officials for an illegitimate private gain. Forms of corruption vary, but include bribery, nepotism, patronage, etc. Ideally, the education system should just have the motto of providing proper education and knowledge, but now it is developing more. Education has become a business. Politicians and businessmen see it as another industry where money flows uninterrupted, irrespective of any recession.

A lot has to be done to make the Indian education system flawless and at par with those of developed countries.

India is a developing country which is known for its varied state and its tradition. Some states have well developed cultures and traditions. Education has become a remedy for the education system, some states do not have. Indian that these inconveniences are covered up sufficiently. It is the government should look into such problems and make sure it is the duty of the government to promote new policies and forget the words of Dr. Abdul Kalam Azad that "When amendments in education. While doing this, we must not learn purposefully, creativity blossoms, when creativity blossoms, thinking emanates, when thinking emanates, knowledge is fully lit, when knowledge is lit, economy flourishes". Thus, we must join our hands in placing our country and its economy as a 100% educated citizen's nation.

## **Perspectives of Politics of Education**

The main motive of education is to promote quality education for the good of the society. In this context, the perspectives of liberal, conservative and critical are discussed below

### **Liberal View of Education**

Liberal education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity and change. This provides students with broad knowledge of the wider world, viz, science, culture and society and also in depth study in specific areas of interest. It helps students to develop a sense of social responsibility and also helps to develop strong intellectual and practical skills that span all major fields of study.

Today, liberal education in a sense is quite different from its traditional usage in the history of education. Some have taken the adjective 'Liberal' to refer to the kind of pedagogy built upon the free choices and initiatives of individual learners. In this respect, we hardly distinguish it from progressive learning

Liberal education is the attempt to make the whole of human knowledge available to the learner. The various categorisations of the liberal curriculum as 'forms of knowledge', 'realms of meaning', 'disciplines' or 'voices' are a reminder that the assimilation of knowledge must be structured, significant, critical and concerned with understanding.



This kind of education is often considered as 'elitist'. 'Elite education' is an educational arrangement which appears designed to set for selected individuals apart from the population at large in order to recruit and train them for social, professional and political eminence. It is clear that this process of educational provision applies mainly to those belonging to the upper social classes, or to those from other social classes who display a high degree of measured intelligence. To claim that liberal education is elitist is to say that it is only good for the selection and training of those who are destined to be members of the managerial or social elites and of no use to ordinary people.

Some proponents of liberal education suggest that it is an irrelevant activity, having no extrinsic value, being merely the pursuit of knowledge for its own sake. But, this defense of knowledge for its own sake in the curriculum has to be made in the context of two other imperatives.

**First**, there is an argument that knowledge must also be for the learner's sake, that individual idiosyncratic interests, capacities, social and ethnic backgrounds and personal life histories, as well as aspirations for the future must figure in our curricular calculations. No individual can learn everything that could be learned for its own sake, and from an encyclopedic knowledge, potentially available to a student's choice have to be made.

**Second**, since individual learners live in a particular time and place, which color their own interests and aspirations, the cultural significance of knowledge in a particular society should also affect our calculation of what knowledge is most valuable.

The liberal education also brings political and economical power. The better educated are better fed, clothed, housed, healthier and have longer life expectations and much lower rates of infant mortality rate. Liberal education has been proposed for political efficacy, economic prosperity and cultural enrichment of the majority of citizens.

## **Conservative's View of Education**

Conservatism is a political and social philosophy promoting traditional and social institutions in the context of culture and civilisation. The conservatives are promising old fashioned discipline in the educational system. Conservatism is the belief that institutions should function according to their intended original purpose and that any concepts that have not been maintained should be restored.

Conservatives maintain certain core principles. First is that all humans are imperfect by nature, and there is no way to create a perfect society on earth. Second, the past is the basis for our social sensitivity and human relationships. Finally, tradition provides stability and cohesion to our society and its culture. A conservative education preserves the traditional curriculum, aiming to transmit to the students as a means of bringing them into an already established culture. They believe that the primary role of education is academics and that schools should not assume non-academic, custodial, therapeutic and social functions, such functions are believed to weaken education.

According to conservatives, education and society are closely related and we cannot think of the one, without the other. Education is required to preserve a particular society, its culture, value system, religion, faiths, beliefs, languages and lifestyles. These are transmitted from one generation to another, through ages.

Thus, every society has its own pattern of life and mode of living. For example, India's secular and democratic education ideals and traditions are maintained and fostered by their system. Similarly, Pakistan and Iran maintain their Muslim Philosophy and spirit by their educational process. USSR and USA tries to promote their Socialistic and Capitalistic Models, through their education.

Every society has its own life with peculiar features. Education system adopted in a society is to reflect an idea of that particular society. Thus, education is grown from within as the society grows. Such growth is slow, steady and natural. No specific change is experienced so quickly or promptly. The difference of education in different types of society is prominent. The young generation adapts to the changes in the way of life, habits of food and dress, values and customs more easily than the older generation who are in favor of traditional values and customs of the society.

### **Critical Perspective**

The critical perspective on education is different from both the liberal and the conservative perspectives in several ways. While liberals and conservatives conceive of culture as a series of texts and knowledge to be passed on to new generations, critical pedagogy emphasizes culture as a matter of the unequal exchange of meanings through meaning-making practices.

In the view of critical perspective, all meaning-making practices need to be scrutinized for the kinds of authority they secure, the sorts of social relationships they foster and the material and symbolic interests they affirm or contest. While in the view of critical pedagogy, culture is inherently political and struggled over, for cultural conservatives culture is closer to dogma.

While cultural conservatives put the greatest emphasis on individual codes of conduct, despite different circumstances and critical perspective emphasize the importance of social context in the moral choices that people make. The critical perspective is also distinguished by its emphasis on theory.

The liberal and cultural conservative perspectives on education tend to devalue the necessity for students and teachers to have the theoretical tools to interpret their make the theoretical tools of interpretation cristarting and outside of schools. point for teachers and students to interpret individual and social reality as the basis for community and collective social intervention. For criticisms, theory always undergrads practices.

### **Approaches to Understand Politics**

Political scientists have adopted several approaches to the study of politics. Scholars have also used different approaches to study comparative politics which are as follows

## Behaviouralism

Behaviouralism is an Approach in political science that emerged in the 1930s. Behaviorists used strict methodology and empirical research to validate their study as a social science. Edward Thorndike, JB Watson, BF Skinner are the famous Behaviourist Psychologists.

Behaviouralism is defined as “It is a movement in political science that insists on analyzing only observable behavior of political actors.” In this definition, two things are mentioned. First, Behaviouralism is movement and is based on the observable behavior of individuals who are regarded as 'political actors'. Second, Behaviorism gives an in-depth analysis by scrutinizing the political behavior of individuals.

It can be defined in another way as “It is a belief which insists that Social theory can be and should be constructed only on the basis of observable behaviors because only such behavior provides measurable or quantifiable data for research”.

The exponent of Behaviouralism suggests that neglecting the behavior of individuals, who are real actors of social and political events i.e. plausible political, Social Theory cannot be constructed. It asserts that for an acceptable Scientific Theory of Social Science, it is essential that the political behavior of individuals is to be studied and not the units and organizations which deal with political questions and principles.

The political behavior of individuals constitutes the central aspect of politics. From the viewpoint of an education, learning is nothing more than an acquisition of new behavior based on environmental conditions. Thus, with this new behavior we always try to adjust with our environment.

Thus, Behavioral Approach to politics or behaviouralism denotes that it is an attempt to improve our understanding of policies by seeking to explain the empirical aspects of political life by means of methods, theories and criteria of proof that are acceptable according to the canons, conventions and assumptions of modern empirical science.

## Theory of System Analysis

Theory of System Analysis was part of the behaviorist movement in political science. David Easton was the first to think and analyze politics from the view point of System Analysis in his work, Political System, (1953). According to Easton, a political system is an interaction in any society through which authoritative and binding allocations of values are made and implemented.

He suggested the political system as a unit of analysis and concentrated on intra-system behavior. He holds that all political systems are both open and adaptive. He studied the nature of exchanges

and transactions that take place in closed circuits. It is made because of the demand from the society or environment. This demand can be :

- for allocation of goods and services such as wages, working conditions, education, health, etc.
- regulations of behavior i.e. public safety, control over market, etc.
- participation in the political system i.e. right to vote from political associations.
- communication and information regarding policies of the government.

Demand cannot be satisfied without support and this support can be of various types. They are

- material support like payment of taxes,
- obedience of laws and rules,
- participatory support-voting, political discussion, etc.
- paying attention to government's communication like advertisements, ceremonies, symbols, etc.

**Gabriel Almond** is another prominent American political scientist who has adopted the Method of System Analysis in comparative politics. He said that a system of interaction to be found in all independent societies, which performs the functions of integration and adaptation by means of the employment or threat of employment of more or less legitimate physical compulsion.

He suggests that the political system performs function at three levels, viz. capability level, conversion level and the system level. The idea of political development is central in Almond's Functional Analysis. This is popularly known to the students as Structural Functionalism.

This new system approach has influenced the educational administration and organization to a great extent. The teaching-learning process has become quite complex. The System Approach can be used to systematize this process.

The System Approach to design and analysis of teaching and training situations is the basis of a great majority of modern technology related developments.

Education is a systematic way of designing an effective and economical educational system in the society. In the teaching-learning process, the System Approach takes into consideration all available learning resources, content, learning experiences, methods, etc, to achieve the learning objectives.

The importance of system approach in education is

- Framework for planning decision-making, controlling and problem-solving.
- Throws light on the dynamic nature of management.
- provides a unified focus to institutional efforts.
- helps to look at the institution as a whole and not as a part.

- helps the manager to identify the critical sub-system and their interaction with each other.
- helps in improving institutions.
- helps in bringing efficiency in school administration and management. .
- helps in systematic educational planning.
- maximum utilisation of resources.
- helps in improving examination and evaluation systems.
- maintaining controlling and improving the guidance services.
- designing, controlling and improving non-formal and adult education systems.
- improving the quality of education.
- improving the teacher training programmes i.e. in-service as well as pre-service.

### **Theory of Rational Choice**

The theory of rational choice suggests that individuals rely on rational calculations to achieve outcomes that are in line with their personal objectives. These decisions give people the greatest benefit or satisfaction. Here, the choices are for their highest self-interest. Most mainstream academic assumptions and theories are based on this theory,

It assumes that all people try to actively maximize their advantage in any situation and therefore, consistently try to minimize their losses. We must remember rationality is the driving force when making a choice whose outcome will be maximizing the individual's pleasure or profit.

It declares that all complex social phenomena are driven by individual human actions. This theory is used to model human decision-making, especially in the context of micro-economics. Here, it helps economists to better understand the behavior of a society in terms of individual actions as explained through rationality. It is also applied to Evolutionary Theory, political science, sociology, etc.

The Rational Choice theory also known as Choice theory or Rational Action theory. It has certain strengths and weaknesses. The strength lies in its simplicity. It is a clear straightforward theory that is not only easy to understand but allows us to evaluate and consider others' decisions. Its weakness is that real life isn't simple, clear or straight forward. Thus, the rational choice theorists do not claim that the theory describes the choice process, but rather that it predicts the outcome and pattern of choices.

### **Education for Political Development and Political Socialization**

Education plays a very prominent role in the political development and political socialization of the child. As the child acquires various societal norms, traditions, values, etc. through home, family and society; help to develop the feeling of socialization in him/her. At the same time, children through school curriculum/subjects learn the administrative functioning of the government at various levels. This helps him/her to understand the process of political

development. Thus, it can be said that both are related to each other and in an effective way these are discussed below.

## **Political Development**

Nowadays, educational systems and processes have assumed a significant place in political science research. In political science, the notion of political development is reviewed. The notion of political development becomes more meaningful when it is assessed at the individual level, where it relates to expressing needs and values. The historical review is made about the role of education in development.

It can be explained as given below

At the time of the freedom movement, people having Western education had played a significant role. They took initiatives to educate the masses and tried to unite their Family for the struggle against the Britishers . They believe that only proper education can motivate the people against the fundamental rights of all its citizens to enjoy all the rights foreign rulers. After independence, our Constitution gives and to do the duties for the motherland, it is also very necessary to become educated.

Proper policies of government are the ways in which India has achieved its growth. How can a leader who is not exposed to global politics, economics and other facts of policy-making, do anything for his country? With educated people, at least there is some hope that exposure to the world through the media of education will help, in some positive thinking and proper identification and resolution of problems.

Society has made a great effort to modernize the world by education, communication, travel, health, commerce, etc. To increase the standard of living, modernisation has transferred the responsibility of education from the family to public institutions. As a result, crime rate, drug addiction, and corruption are increasing.

Modern schools, colleges and universities do not give much emphasis upon transmitting a way of life to the students as was given earlier. This is due to the fact that traditional education was meant for an unchanging and static society, a society not marked by rapid change associated with industrialisation.

Modern society is a changing society. In such a society, education aims at communicating empirical knowledge, i.e., knowledge about science and technology and types of specialised knowledge. A transformation in the contents and methods of education has taken place to meet the demands of modern society.

## Political Socialization

Political socialization includes the ways in which people acquire values and opinions that shape their political stance and ideology. It is regarded as a study of the developmental process by which people of all ages acquire political cognition, attitude and behavior. Here, the family educational system, peer groups and mass-media plays a very significant role.

It can be explained as given below

### Family

Our first political ideas and values are developed within the family . Often parents and elder siblings discuss that these conversations have a great impact on them and their politics in front of the younger members of the family. All develop a generally similar view of their elderly members.

### Schools

Children are introduced to elections and voting, whellers choose their class monitors. Later, in high school and colleges, they learn more advanced forms of politics through campaigning, when they are encouraged to criticize government's policies. Schools and colleges often arrange debates that involve students, teachers, parents and other larger communities.

### Peer Groups

Peer pressure certainly affects teenager's viewpoints and lifestyle. Sometimes, it also affects their political views when the peers are politically conscious. For example, at the time of the freedom movement, many school's students joined and took an active role in it.

### Mass Media

Much of our political information is mass-media, like newspapers, magazines, radio, television and the internet. It gives us not only political information, but also influences our political values and beliefs. comes from the

Besides, these political parties, different religious views, and the legal system of the states are also playing as important agents of socialization.

Political education plays an important role in socializing people. As political education helps members of society either to form or change their political views. Through political education, the views of the new generation can easily be changed. The educational system provides all the procedures and methods, whereas the large society (the socio-political system) gives its members organized and controlled socialization in the various fields and institutions of human endeavors. Formal education plays the role of political socialization of citizens. Educational policies are the

guidelines expedient both for political socialization and for national socio-economic and cultural development.