

UNIVERSITY GRANTS COMMISSION**EDUCATION****CODE:09****Unit – 2:History, Politics and Economics of Education****Sub-Unit-1: Committees and Commission on Education**

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9	2.2.9 Making the policy options
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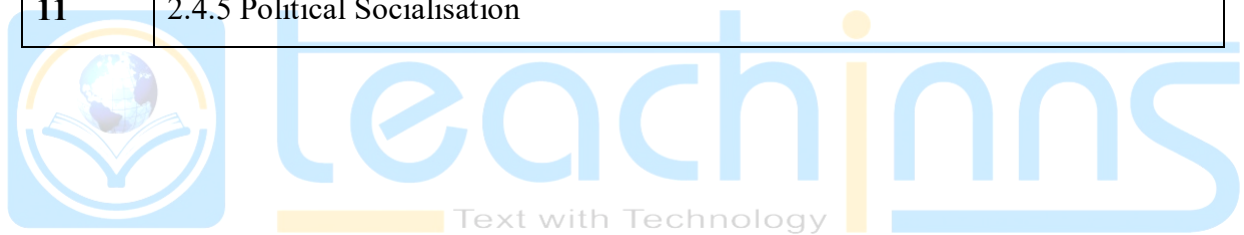
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2	2.4.2 Perspectives of politics of education
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Section-1: Unit At a Glance

Sub-unit-1: Committees and Commission on Education

2.1.1 Committees and commissions contribution to Teacher Education Secondary Education Commission

Commission

- Commission is generally engaged by Government.
- Its body member is not generally selected rather than appointed.

Committee

- Subgroups of the original body.
- They are made for a particular purpose.

2.1.2 Secondary Education Commission (1953):

The Government of India, the Secondary education commission by Resolution dated 23rd September, 1952 under the Chairmanship of Dr. A Lakshmanaswami Mudaliar (the Vice-Chancellor of the Madras University). This commission is also known as Mudaliar Commission. The commission was appointed on 6th October, 1952. It presented its report on June, 1953.

2.1.3 Kothari Education Commission (1964-66)

Kothari Commission by Resolution dated on 14th July, 1964 under the Chairmanship of Dr. D.S . Kothari, University Grants Commission, formed of sixteen members, eleven being Indians and five foreign experts. It marked out major weakness in the subsisting process of professional education in India. According to this commission, “Destiny of India is being shaped in her classroom.”

2.1.4 National Policy of Education (1986)

The new policy of education, 1986 was approved by parliament in May 1986, when the National Policy of Education was formulated for developing the educational scenario in our country. The first NPE was developed by Indira Gandhi in 1968 and the second by Rajiv Gandhi in 1986.

The new National Policy of education known as “special emphasis on the removal of disparities and to equalise educational opportunity” specially for Indian women, schedule caste and schedule tribe. The National Policy on education was obtained by the Lok Sabha on May 8, 1986 and the Rajya Sabha on May 13, 1986. The documents comprise nearly 10000 words spread over 29 pages and is divided into 12 parts with 157 articles.

2.1.5 National Policy of Education (1992)

A committee was established under the chairmanship of Acharya Ramamurti in May, 1990 to review National Policy of Education & to form recommendations for its alternations. The central Advisory Board of Education, a committee was established in July 1991 under the chairmanship of Shri N. Janardhana Reddy, chief minister of Andhra Pradesh, to think modifications in NPE, taking into consider the Report of the Rammmurti Committee and other related developments having a bearing on the Policy. This Committee submitted its report in January 1992, that is known as National programme of action, 1992.

2.1.6 National Commission on Teachers (1999)

The commission, in particular, notes the necessary for teacher education to be, “...brought into the mainstream of the academic life of the Universities on the one hand and of school life and educational developments on the other”. It is actually a matter of concern that teacher education institutes continue to subsist as insular organisations even within the university where they are situated. The National Commission on teachers made under the chairmanship of Prof. D.P. Chattopadhyay.

2.1.7 National Curriculum Framework (2005)

The framework gives suggestions about the changing syllabi, textbook & teaching practices within the school education programmes in India. It has formed the suggestion on the basis of earlier government's report on education as learning without burden. The main aim of NCF is to bring about reconstructs in the education system by introducing a curriculum that is child centric, has a flexible system & preparing teachers role as a facilitator who supports & inspire the students.

The draft of NCF was translated into 22 languages listed in the viii schedule of the constitution. The NCF was approved by Central Advisory on Education in September, 2005. NCF gives guidelines on several perspectives of education. Earlier NCFs were based on Behaviourist Psychology but NCF (2005) is based on Constructivist Theory.

2.1.8 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 linked to education, research institutes & reconstructs that formed India competitive in the field of education. Sam Pitroda was the chairman. Members of the commission are Dr. Ashok Sekhar Ganguly, Nandan Nilekani, Dr. Deepak Nayyar, Dr. Jayati Ghosh, Dr. Sujatha Ramdorai, Dr. Padmanabhan Balaram & Prof. Amitabh Mattoo.

2.1.9 Yashpal Committee Report (2009)

Yashpal Committee was chaired by Prof. Yashpal & other great scholars gave suggestions on 'Renovation and Rejuvenation of Higher Education'. It promotes the quality of higher education and to revise the fault that has crept into the process.

2.1.10 National Curriculum Framework for Teacher Education (2009)

The National Curriculum Framework for Teacher Education, 2009 was improved by an expert committee consisting of scholars, teacher educators, teachers' representatives of NGOs, faculty of RIEs, NCERT, SCERT, DIETs, IASEs, CTEs, University of education, state departments of education etc. Two prior important improvements particularly, NCF (2005) & the Right of Children to Free & Compulsory Education Act, 2009 as well as the fundamental theory enshrined in the Constitution of India have conducted the improvement of this framework.

2.1.11 Justice Verma Committee Report (2012)

Education is the primary tools for improvement of sensation & reformation of society. The quality of teacher education to give quality teachers is an essential component for the success of this programme. The National Council of Teacher Education (NCTE) establish a Teacher Education Assessment Committee under justice J. S. Verma. This committee raised that NCTE should establish a national level academic body by the name of National Institute for Policy & Research in Teacher Education (NIPRTE).

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Sub-unit:2 Education and Educational Policies

2.2.1 Introduction of Educational Policies:

A policy is a deliberate process of principles to guide decisions & acquire rational outcomes. Policies are essential because they assist an educational department to set up rules & process & to build quality for learning. Policies are essential for the success of educational goals. Education sector also point out a scheme of steps through which sound & workable policies can be formulated & then an useful planning, evaluated & redesigned.

2.2.2 Relationship between Policies & Education:

Education Policy is high on the agenda of Governments across the World. Global pressures highlights enhancing attention on the results of education policy & on their implications for economic success & social citizenship.

2.2.3 Linkage between Educational Policy & National Development:

Education policy plays an essential role in long term growth & productivity of nation. It brings the positivity in our lives. It teaches us not only theoretical material but also the practical & fruitful pathway to lead lives as a citizen. The major aim of education is to prepare ideal citizens, make skilful socially & build him for national life.

2.2.4 Determinants of Educational Policy:

The determinants of educational policy depend upon the qualitative policy designed by the government during its policy planning. Social, economical, political & religion affects the educational policy of a country.

2.2.5 Process of Policy formulation:

Policy formulation is the improvement of a successful and acceptable courses of action for addressing what has been settled on the policy agenda. It is an integral part of the procedure of planning and a wide procedure is included in building the most suitable policies.

2.2.6 Analysis of the existing education policy:

Educational policy consists of the principles & governmental policies on an educational area. Policy analysis should envisage a number of perspectives of the social context such as economic, political, cultural, demographic that are likely to affect the decision making.

2.2.7 Generation of Policy Options:

Policy – making is the first step in any planning cycle. Policies vary in terms of their scope, complexity, decision environment & decision criteria. Policy options can be generated in many several paths to accommodate the disequilibrium. For analytical objectives one can group these procedures under the four modes: Systemic, Incremental, Ad hoc & Importation.

2.2.8 Evaluation of Policy options:

Policy options can be evaluated only if alternative scenarios are improved to permit estimations of the likely implications of the options considered. Evaluation is a systematic & a neutral assessment of activity, project, programme, policy, topic etc.

2.2.9 Making the Policy options:

It is the conclusion of a procedure during which all facts, related to the decision was gathered and analysed, so that a sum optimal policy might be designed & chosen.

2.2.10 Planning of Policy implementation:

Policy implementation is a purposeful and multidirectional change system, aiming to put a particular policy into practice that may affect an institutional process on many levels.

Policy's decision is formed with the compliance of the people who will put the policy into operation. Requiring consent assures equal judgement of each member of the group.

2.2.11 Policy Impact Assessment:

The Policy impact assessment are formal, evidence-based processes that ingress economical, social & environmental effects of the public policy.

2.2.12 Subsequent Policy Cycle:

Policy is envisaged as a deliberate process of principles to guide pronouncements & to acquire rational outcome. The policy cycle is a tool used for analysing of the improvement of a policy item. It also refers to as 'stage approach'.



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Sub-unit: 3 Economics of Education

2.3.1 Concepts of economics of education:

Economics of education studies human behaviour, action & reaction about schooling. Economics of education is one of the branches of the ordinary economics, though, it is the study of how educational managers build official choices from scarce available resources that is meant for the understanding of the best possible institutional outcomes.

2.3.2 Cost benefit analysis:

‘Cost benefit analysis’ exposes a systematic comparison of the hugeness of the costs & benefits of some form of investment in order to measure economically profitability. It gives a means of appraising these posterior advantages in the light of the costs that must be incurred.

2.3.3 Cost Effective Analysis:

It is a comparison of the cost of implementing a new information process or updating an existing one to the costs that would be included in retaining the subsisting way of doing things. It is an evaluation tool that is schematic to help in selecting among alternative courses of action or policies when resources are restricted.

2.3.4 Higher Education Signalling Theory:

The signalling theory of education generally ascribed to Michael Spence (1973). It focuses on the messages that education communicates in the labor market rather than the effect education has on students.

2.3.5 Human Capital Theory:

Human capital theory refers to the sum stock of the competencies, knowledge, social & personal attributes embodied in the capability to build intrinsic & measurable economic value. This theory views humans and individuals as economic units acting as their own economy.

2.3.6 Concept of Educational Finance:

Educational finance is the financing of educational institutions & depending on their ownership, they can be either publicly or privately financed. It means to governmental & organisational procedure by which revenues are generated through tuition fees, philanthropy etc.

2.3.7. Educational Finance at Micro level in India:

- A micro finance is a narrow idea which involves the several services such as micro credit, micro savings, micro insurance etc.
- A micro finance assists people to begin their own business by providing finance with a low rate of interest & assist to form them independent.

2.3.8 Educational Finance at Macro level in India:



- Macro finance is a broad idea & works on a broad scale & its benefits are comprehensive.
- A macro finance involves the drafting policy, subsidies, multi-year tract.

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2.3.10 Concept of Budgeting:

The word Budget is derived from a French Word 'Bougettee' meaning little bag. Budget is an estimation of probable prior income & expenditure for a programme from a period of time. Budgeting is basically a managerial procedure concerned with planning, co-ordination & control. A Budget may be thought as a statement specifying policies & plans to be succeeded during a certain a period, to acquire fixed goals & objectives.

Sub-unit-4 Politics and Education

2.4.1 Relationship between Politics and Education:

The relationship between Politics and Education has worked well. Politicians grant a prospect of the sort of society, they want, and education has been one of the main means of acquiring it. When the vision of politicians and society was to have wealth concentrated in the hands of a small number of people and a social structure that did not change, the education process delivered that.

2.4.2 Perspectives of Politics of Education:

There are three aspects of politics of education. They are explained below:

2.4.2.1 Liberal View of Education:

Liberalism is the ideology that all people should enjoy best possible personal freedom & that it should be guaranteed by due procedure of law. Liberalists are acquainted to be open to change. They trust in improvement and combat any restrictions on individual liberties. They trust that this liberation of human rights will lead to develop.

2.4.2.2 Conservative's view of Education:

Conservatism is the trust that institutions should action according to their desired original objective and that any ideas that have not been preserved should be restored. Definite core principles shape the beliefs of a conservative and conservatives trust these core principles come from a higher power.

2.4.2.3 Critical Perspective:

Critical pedagogy emphasizes culture as a matter of the unbalanced interchange of meanings through meaning-making practices. In the view of critical perspective, all meaning-making practices require to be scrutinized for the types of authority they secure, the sorts of social relationships they nourish and the material and emblem interests they maintain or contest.

2.4.3 Approaches to Understand Politics:

Political Scientists have obtained different approaches to the study of politics. Scholars have also applied several approaches to study comparative politics that are follows:

2.4.3.1 Behaviouralism:

Behaviouralism is an approach in political science that founded in the 1930s. The famous Behaviourist Psychologists are Edward Thorndike. JB Watson, BF Skinner.

2.4.3.2 Theory of System Analysis :

David Easton was the first to consider and analysing politics from the view point of system analysis in his work, Political System (1953). According to Easton, Political system is an interaction in any society through which authoritative and binding divisions of values are formed and implemented.

2.4.3.3 Theory of Rational Choice:

The theory of rational choice points out that individuals believe logical calculations to acquire results that are in line with their personal purposes. These decisions provide people the largest advantages. Here, the choices are for their greatest self-interest. Most mainstream academic assumptions and principles are based on this theory.

2.4.4 Education for Political Development:

Educational system have assumed an essential place in political science research. In, political science, idea of political development is reconsidered. The concept of political development becomes more significant when it is evaluated at the individual level, where it respects to reveal demand and values.

2.4.5 Political Socialisation:

Political Socialisation involves the ways in which people achieve values and ideas that shape their political stance and ideology. It is regarded as a study of the developmental system by which people of all ages achieve political cognition, attitude and behaviour. Here, the family educational system, peer groups and mass media plays a very essential role.



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Section-2: Key Statements

Every candidate appearing for NET/SET examination should follow these key (main) points. These can help them for a better understanding regarding this unit very quickly.

Basic Key Statements: Commission (2.1.1.1), Committee (2.1.1.2), Lok Sabha (2.1.4), Rajya Sabha (2.1.4), Mid-day-meal (2.1.5), Non-formal education (2.1.5), Culture (2.2.3), Educational finance (2.3.7), Peer group (2.4.5), Mass media (2.4.5), Family (2.4.5), School (2.4.5).

Standard Key Statements: Integrated course (2.1.3), Pre-service (2.1.4), In-service (2.1.4), Navodaya Vidyalaya (2.1.5), Portals (2.1.8), E-governance (2.1.8), Policy formulation (2.2.5), Political context (2.2.6), Incremental mode (2.2.7), Ad hoc mode (2.2.7), Micro level (2.3.8), Macro level (2.3.9), Budgeting (2.3.10), Liberalism (2.4.2.1), Conservatism (2.4.2.2), Critical Perspective (2.4.2.3).

Advanced Key Statements: Child centred (2.1.4), Operation blackboard (2.1.4), Symbiotic (2.1.10), Collaboration (2.1.11), Policy (2.2.2), National Unity (2.2.3), National discipline (2.2.3), Parental Education (2.2.4), Importation method (2.2.7), Policy implementation (2.2.10), Cost benefit (2.3.2), Cost effective (2.3.3), Signalling theory (2.3.4), Human Capital theory (2.3.5), Rational Choice (2.4.3.3).

Section 3: Key Facts & Figures

Sub-unit-1: Committees and Commission on Education

2.1.1 Committees and commissions contribution to Teacher Education Secondary Education Commission

2.1.1.1 Commission

- Commission is generally engaged by Government.
- Its body member is not generally selected rather than appointed.
- Both temporary & permanent in nature depends on motive of appointment.

2.1.1.2 Committee

- Subgroups of the original body.
- They are made for a particular purpose.
- May government or any other can appoint.

2.1.2 Secondary Education Commission (1953):

The Government of India, the Secondary education commission by Resolution dated 23rd September, 1952 under the Chairmanship of Dr. A Lakshmanaswami Mudaliar (the Vice-Chancellor of the Madras University). This commission is also known as Mudaliar Commission. The commission was appointed on 6th October, 1952. It presented its report on June, 1953.

•Aims of Secondary Education Commission

- ✓ To produce ideal citizens
- ✓ To improve capacity for earning money
- ✓ Quality of leadership
- ✓ To promote human virtues

- **Important Recommendations**

- ✓ First recommendation is Vocationalisation of education in India.
- ✓ There should be two years course for non-graduates and one year training course for graduates.
- ✓ The teachers should be trained in one or two extra-curricular actions.
- ✓ Training colleges should lead research work.
- ✓ Special part-time courses were advised for untrained teachers.
- ✓ Trained graduates with at least three years teaching experience should be admitted to M. Ed course.
- ✓ Teacher trainees should accept training in one or more of several extra-curricular functions.
- ✓ The training institutions should advocate processes and training that are practicable and realistic.
- ✓ There should be only two types of institutions for teacher training.
- ✓ Training colleges should organise refresher course, begin intensive courses in special subjects, practical training in workshops.



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2.1.3 Kothari Education Commission (1964-66)

Kothari Commission by Resolution dated on 14th July, 1964 under the Chairmanship of Dr. D.S. Kothari, University Grants Commission, formed of sixteen members, eleven being Indians and five foreign experts. It marked out major weakness in the subsisting process of professional education in India. According to this commission, “Destiny of India is being shaped in her classroom.”

- **Important Recommendations**

- ✓ Transferring separation of teacher training from the main academic life.
- ✓ Making suitable provision for continuing professional education of all teachers.
- ✓ Continuation of teacher training facilities.
- ✓ Rising the number of working days.
- ✓ Abolishing fees, offer scholarships and loans to learner teacher.
- ✓ To develop the quality of teacher training organization.
- ✓ To forming particular courses for graduates, entering in primary teaching.
- ✓ Schools of education should begin in the universities.
- ✓ Making adequate agencies for the protect of standards, both of the centres and the states.
- ✓ Integrated courses of general and professional education should be initiated.
- ✓ Demonstration school should set up. That’s why, pupil-teacher can get an opportunity to work as a teacher.



2.1.4 National Policy of Education (1986):

The new policy of education, 1986 was approved by parliament in May 1986, when the National Policy of Education was formulated for developing the educational scenario in our country. The first NPE was developed by Indira Gandhi in 1968 and the second by Rajiv Gandhi in 1986.

The new National Policy of education known as “special emphasis on the removal of disparities and to equalise educational opportunity” specially for Indian women, schedule caste and schedule tribe. The National Policy on education was obtained by the Lok Sabha on May 8, 1986 and the Rajya Sabha on May 13, 1986. The documents comprise nearly 10000 words spread over 29 pages and is divided into 12 parts with 157 articles.

- **Recommendations –**

- To update elected secondary teacher training institutions.
- Teacher education process should be a continuous process.
- To emphasis on pre-service and in-service teacher education programme.
- To update the selected teacher training colleges.
- To make the National Council for Teacher Education at the National level, which will have the power to accredit institutions of teacher education give guidance concerning curriculum and methods.
- To establish District Institutes of Education and Training (DIET) with the ability to form pre-service and in-service courses for elementary school teachers .
- Networking systems should be made between institutions of teacher education and university education’s department.

- **Key Highlights of NPE**

- Promote the new institutions for all.
- Give housing and services facilities.
- Develop adult education all over India.
- Spread scholarships to all category.
- Provide incentives for poor families to send their children to school.
- Applying more teachers from the Sc and St categories.
- ‘Child centred approach’ and ‘operation blackboard’ were launched to extend primary schools.
- The policy was acknowledged as ‘Rural University Model’ based on the philosophy of Mahatma Gandhi. It inspires economical and social development at the grassroot levels in rural India.



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2.1.5 National Policy of Education (1992)

A committee was established under the chairmanship of Acharya Ramamurti in May, 1990 to review National Policy of Education & to form recommendations for its alternations. The central Advisory Board of Education, a committee was established in July 1991 under the chairmanship of Shri N. Janardhana Reddy, chief minister of Andhra Pradesh, to think modifications in NPE, taking into consider the Report of the Rammmurti Committee and other related developments having a bearing on the Policy. This Committee submitted its report in January 1992, that is known as National programme of action, 1992.

Highlights of NPE (1992)

- Special provisions were formed for the students from weaker sections in the form of mid-day-meal, stationary, books and free education.
- Forming availability of non-formal education for the girl child specially from the age group of 15-35 years.
- Efforts were formed to make them self-dependent by giving education through National Literacy Mission.
- Linking to Early Childhood Care and education, provisions were formed for set up the Anganwadis and Balwadis.
- To provide constitutional status to NCTE, to set up DIETs, CTEs, and IASE .
- To decentralize education and to provide the NGOs to participate in this area.
- Emphasizing quality improvement in Navodaya Vidyalaya schools and setting a role model for all other schools.
- Provision were formed for the enhancement of quality education with the improvement of secondary school education till +2 level.
- Provision were formed in vocational education to meet the requirements of industry and employment.
- Suggestions were formed to set up All India Council of Technical Education (AICTE).
- Suggestions were provided to inspire students to participate in the NCC and NSS.
- Provision was formed to delink job with degree. More focus was provided to realise skill & competencies for youth.

2.1.6 National Commission on Teachers (1999)

The commission, in particular, notes the necessary for teacher education to be, "...brought into the mainstream of the academic life of the Universities on the one hand and of school life and educational developments on the other". It is actually a matter of concern that teacher education institutes continue to subsist as insular organisations even within the university where they are situated. The National Commission on teachers made under the chairmanship of Prof. D.P. Chattopadhyay.

- **Recommendations**

- The report addresses that the quality development in teacher education by being in par with improvements in science and technology but keeping the cultural identity of the process in India to be whole.
- The improvement of special courses and programmes & revision & development of curricula was marked.
- The report insisted that the expected teachers need courses that will assist them to create a accurate aspects of life.
- The report noticed that "what obtains in the majority of our Teaching Colleges and Training Institutes is inadequate" and thus, "if teacher education is to be formed incidental to the roles and responsibilities of the new teacher, the minimum length of training for a secondary teacher should be five years following the completion of class xii."
- It states "if school teachers are to bring about a revolution in their approach to teaching that same revolution must lead and find a place in the colleges of education."
- To revolve Kothari Commission, vitalization of professional studies & to root the total curriculum in Indian conditions was also recommended.
- Accepting that the subsisting teacher education programmes are broadly divorced from the realities of schools, it recommended reorientation of subject knowledge.

2.1.7 National Curriculum Framework (2005)

The framework gives suggestions about the changing syllabi, textbook & teaching practices within the school education programmes in India. It has formed the suggestion on the basis of earlier government's report on education as learning without burden. The main aim of NCF is to bring about reconstructs in the education system by introducing a curriculum that is child centric, has a flexible system & preparing teachers role as a facilitator who supports & inspire the students.

OBJECTIVES

- Transferring learning from rote learning.
- Linking knowledge to life, outside the school.
- Forming examinations more flexible & integrated into life.
- Nurturing an over-riding identity informed by caring concerns within democratic polity of the country

The main focus of NCF are:

- Confirming that impartial of caste, creed, religion and sex, all are given with a standard curriculum.
- Assuring quality education for all children
- Decreasing the curriculum load based on insights provided in 'learning without burden'.
- Improving a child centred approach which would develop universal enrolment.
- Creating commitment to democratic values of justice, equality, secularism & freedom.
- Developing national identity among learners which would assist to re-evaluate the new generation.

The draft of NCF was translated into 22 languages listed in the viii schedule of the constitution. The NCF was approved by Central Advisory on Education in September, 2005. NCF gives guidelines on several perspectives of education. Earlier NCFs were based on Behaviourist Psychology but NCF (2005) is based on Constructivist Theory.

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Objectives of the Commission

- To develop creation of knowledge in science & technology laboratories.
- To create quality in the educational system.
- To develop knowledge applications in agriculture & industry.
- To enhance the management of institutions set in intellectual property rights.
- Device procedures for exchange & interaction between knowledge systems in the global arena.

Recommendations

- **Portals-** The source of web portals to organise, aggregate, necessary content in local languages & personalised way for different key areas linked to primary human needs. Interactive applications and e-learning content must be formed in local languages.
- **National Knowledge Network-** The establishment of a high-end national knowledge network linking all our knowledge institutions in different areas & at different locations throughout the country, through an electronic digital broadband network with gigabit receptivity.
- **Enhancing quality of life-** The setting up of Panchayat Gyan Kendras throughout the country which would confirm proficient effectuation of NREGA & would improve into resource centres to demonstrate best practices, evolve local solutions.
- **Health Information Network-** NKC confides that the country needs to improve a web-based network, linking all health care establishments, in both private & public sectors, medical education, cost control, disaster management & improved patient care.

- **Legal Education-** The vision of legal education is to give justice-oriented education inevitable to the realisation of values enshrined in the Constitution of India. It consisted a working group of experts, to indicate essential measures to develop the quality of education in India.
- **Management education-** The NKC consisted a working group of experts from academia and industry & some rules like grading institutions, regulatory framework, faculty improvement etc.
- **Medical education-** The quality, the quantity distribution & availability of human resources for the health area in India at present, need to be developed substantially to pay care driven, rural oriented & health services.
- **E-governance-** To promote the efficacy of delivery of services by the Government. A step towards re-thinking our systems and procedures to promote greater proficiency in government services. It is one of the ways in which citizens can be empowered to enhance transparency of government functioning.



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2.1.9 Yashpal Committee Report (2009)

Yashpal Committee was chaired by Prof. Yashpal & other great scholars gave suggestions on 'Renovation and Rejuvenation of Higher Education'. It promotes the quality of higher education and to revise the fault that has crept into the process.

Objectives:

- All vocational institutions must also be a part of universities.
- Universities must take steps to decrease gender, class & caste asymmetries
- It should be mandatory for all universities to have undergraduate programmes. All teachers in universities teach at the undergraduate level.
- All professional institutions must be a part of wide university in a complete administrative & academic sense.
- Need to expose learners at the undergraduate level to several disciplines like humanities, social sciences, aesthetics, impartial of the discipline.
- Teacher training for all levels of school education must be complete by institutions of higher education.
- All research bodies link with universities in their proximity & build teaching facilities for their researchers.

Recommendations:

- Universities to be self-regulatory bodies to be helped by clear regulatory systems.
- Undergraduate programmes to be reformed to qualify learners to have facilities to access all curricular areas with fair degree of mobility.
- Universities to be formed responsible concerning the academic content of professional courses.
- All universities to have the full range of knowledge fields. No single discipline to be built.
- Institutions like the IIT & IIM s to be changed into full-fledged universities.

2.1.10 National Curriculum Framework for Teacher Education (2009)

The National Curriculum Framework for Teacher Education, 2009 was improved by an expert committee consisting of scholars, teacher educators, teachers' representatives of NGOs, faculty of RIEs, NCERT, SCERT, DIETs, IASEs, CTEs, University of education, state departments of education etc. Two prior important improvements particularly, NCF (2005) & the Right of Children to Free & Compulsory Education Act, 2009 as well as the fundamental theory enshrined in the Constitution of India have conducted the improvement of this framework.

Characteristics:

The National Curriculum Framework for Teacher Education (NCFTE, 2009) illustrates the context, concerns & glance underscoring that teacher education & school education have a symbiotic relationship and improvements in both these areas mutually reinforce the concerns need for qualitative developments of the total spectrum of education involving teacher education as well. Problems concerned to inclusive education, aspects for equitable & sustainable improvement, role of community knowledge in education & ICT in schooling as well as e-learning become the centre-stage in the framework.

- Teacher education is a long & dynamic process in which pre-service, in-service & continuing professional improvement of the teachers are the unseverable part.
- Alternating towards the use of critical pedagogy was revealed.
- Suggestions were formed to fuse theory & practice in the subjects in curriculum.
- NCFTE believed that pedagogical knowledge has to always undergo adaptation to meet the necessary of various content through critical reflection by the teacher of personal practices.
- Both qualitative & quantitative evaluation & measurement processes are focused.
- Emphasis has been provided on teacher as a reflective practitioner.

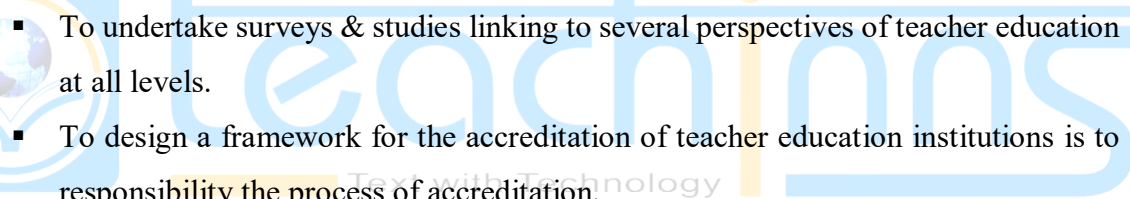
2.1.11 Justice Verma Committee Report (2012)

Education is the primary tools for improvement of sensation & reformation of society. The quality of teacher education to give quality teachers is an essential component for the success of this programme. The National Council of Teacher Education (NCTE) establish a Teacher Education Assessment Committee under justice J. S. Verma. This committee raised that NCTE should establish a national level academic body by the name of National Institute for Policy & Research in Teacher Education (NIPRTE).

Functions of NIPRTE-

- Improvement of reading material.
- Faculty improvement of teacher educators.
- Dynamic reflection & analysis of norms and standards.

Objectives of NIPRTE-

- 
- To undertake surveys & studies linking to several perspectives of teacher education at all levels.
 - To design a framework for the accreditation of teacher education institutions is to responsibility the process of accreditation.
 - To examine & review norms, guidelines & standards laid down by the NCTE for Teacher Education Programmes.
 - To act as an institutional platform for confirming coordination & collaboration amongst all stakeholders in teacher education.
 - To make entire framework of accreditation of teacher education organisations.
 - To improve, alternate, proclaim reading material audio – video material & academically and financially support institutions of teacher education.
 - The duration of B.Ed programme has been proposed to two years.
 - To inspire research by Indian scholars on teacher education in other countries especially, Europe, East Asia, SAARC Countries etc.

Previous Year Questions

June- 2014

1. “Destiny of India is being shaped in her classroom”. This is stated in
- a) Education Commission (1964-1966)
 - b) National policy of education (1986)
 - c) National Knowledge Commission (2005)
 - d) University Education Commission (1948-49)



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Answer with References

Sl.No.	Answer	References
1	a	2.1.3

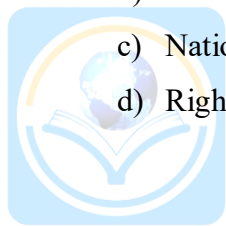


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June-2015

1. District Institutes of Education and Training (DIETs) were created in pursuance of the recommendation of
 - a) National Policy of Education, 1968
 - b) National Policy of Education, 1986
 - c) Kothari Commission, 1964-66
 - d) 42nd Constitutional Amendment Act, 1976

2. The duration of Bachelor of Education (B. Ed) programme of the country has been raised to two years w.e.f. 2015-16 academic session on the basis of the recommendation of
 - a) Kothari commission, 1964-66
 - b) Justice Verma Commission, 2012
 - c) National Curriculum Framework, 2005
 - d) Right to Education Act, 2009



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Answer with References

Sl. No.	Answer	References
1	b	2.1.4
2	b	2.1.11



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December-2015

1. Vocationalisation of education in India was first recommended by
 - a) Radhakrishnan Commission
 - b) Mudaliar Commission
 - c) Kothari Commission
 - d) New Education Policy



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Answer with Reference

Sl.No.	Answer	Reference
1.	b	2.1.2



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June-2016

1. A review of NPE (1986) Programme of Action (POA) was done by
 - a) National Commission for Teachers
 - b) Yashpal Committee
 - c) Ramamurti Committee
 - d) Hansa Mehta Committee



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Answer with Reference

Sl. No.	Answer	Reference
1	c	2.1.5



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Sub-unit:2 Education and Educational Policies

2.2.1 Introduction of Educational Policies

A policy is a deliberate process of principles to guide decisions & acquire rational outcomes. Policies are essential because they assist an educational department to set up rules & process & to build quality for learning. Policies are essential for the success of educational goals. Education sector also point out a scheme of steps through which sound & workable policies can be formulated & then an useful planning, evaluated & redesigned.

Education is the main bases of awakening to any society & nation. The main purpose of education should be qualitative education & its effectiveness to life. The education policy means a lot of good work in education, it is linked to future generation.

2.2.2 Relationship between Policies & Education

Education Policy is high on the agenda of Governments across the World. Global pressures highlights enhancing attention on the results of education policy & on their implications for economic success & social citizenship. Process, Themes & impacts is parted into three section & searches & connects three key perspectives of Policy:

- **Policy & Education-** It highlights on the improvement of Policy at the level of both the nation-state & the personal institution.
- **Themes in Educational Policy-** It investigates the forces that form policy with a special emphasis on the topic of human capital theory, citizenship & social justice & responsibility.
- **Impact of Educational Policy-** It elaborate how policy exhibits in practice through three research-based case studies, that focus the application of policy in a range of conditions from the improvement of school-based policies in multi-ethnic communities to the formulation.

2.2.3 Linkage between Educational Policy & National Development

Education policy plays an essential role in long term growth & productivity of nation. It brings the positivity in our lives. It teaches us not only theoretical material but also the practical & fruitful pathway to lead lives as a citizen. The major aim of education is to prepare ideal citizens, make skilful socially & build him for national life. Functions of education in national development are:

- **Creation of Ideal Citizens:** Education improves qualities of ideal citizens in children. Education only builds citizens aware of their rights & duties & improves spirit of patriotism.
- **Training for Leadership:** It is necessary for any nation's growth that it has able & proficient leadership in areas of culture, politics, society science, religion etc.
- **Security & Preservation of civilization and culture:** Education not only preserves and transmits culture, rather expurgates and improves it also, so that culture remains lively.
- **Importance of Public welfare:** It is essential for improvement of any nation that its citizens have the spirit of sacrifice for public welfare cause. At present, we are observing environment of mutual jealousy, competition, selfishness & struggle in the Country, that is doing harm to the nation.
- **National Unity:** It is necessary for continued improvement of any nation that its citizens have national spirit. Casteism, regionalism, communalism etc. give rise to sentiments like bitterness, jealousy etc. which in turn gives rise to struggles & at times, national unity can be in danger.
- **National Discipline:** National discipline is the first step of national growth. Nation becomes prominent with national discipline. National disciplines build national character. Education improves sentiments of organization, sacrifice, co-operation etc. in citizens.
- **Social reforms and Progress:** Education builds people conscious about organized customs of society & gives capability to change and develop them. Education gives scope to society and personal to improve in right direction.

2.2.4 Determinants of Educational Policy:

The determinants of educational policy depend upon the qualitative policy designed by the government during its policy planning. Social, economical, political & religion affects the educational policy of a country.

The important determinants of educational policy are follows:

- **Parental Education:** It prompts questions about how policy formers can support their children and assist them through school.
- **Socio-economic problems:** It is an essential determinant of educational policy & it also determines the aims of education. According to kothari commission, increasing productivity as one of the national objectives of education.
- **Cultural Differentiation:** Existing cultural variety should be taken into account in the structure for education or training programmes.
- **Physical Facilities:** When we plan an educational policy, concentration should be provided to the presence of the essential facilities, distribution of facilities etc.

2.2.5 Process of Policy formulation:

Policy formulation is the improvement of a successful and acceptable courses of action for addressing what has been settled on the policy agenda. It is an integral part of the procedure of planning and a wide procedure is included in building the most suitable policies.

Different types of policy formulation phases are:

- ✚ Choosing the intended objectives.
- ✚ Identifying the target of goals.
- ✚ Determining the way to reach that objectives.
- ✚ Designing the specific programme
- ✚ Implementing the measures & assessing its impact on the target disciplines

2.2.6 Analysis of the existing education policy:

Educational policy consists of the principles & governmental policies on an educational area. Policy analysis should envisage a number of perspectives of the social context such as economic, political, cultural, demographic that are likely to affect the decision making.

- **Country Background:** Different groups have several values about the role of education. Education represents access to economic and political power, then several access or interest in education refers differential access to power. As a result, conflicts & struggles are specifically acute in countries where the distribution of access to goods & services has unequal.
- **Political Context:** An analysis of the political environment is essential for an understanding of the national decision-making procedures. The role of education must play in the socio-political process. The ability of the state to do planning at the national level is another critical variable in the institutional analysis of the political sector.
- **Economic Context:** The analyst wants to realise the present macro-economic situation in general & the human resources status in particular. Financial resources of the country in order to measure what economy needs from the education area & what the sector expects to face from the rest of the economy, specially in terms of general infrastructure & financial resources.
- **Education Sector:** It begins with an identification & understanding of the major areas problems related with the Country. These problems are-access to educational opportunities, equity in the distribution of educational services, internal proficiency, external efficiency etc.
- **Dynamic of Change:** An assessment has implications for the chances of success of several kinds of policies & for procedures that must be employed to improve & implement such policies.

2.2.7 Generation of Policy Options:

Policy – making is the first step in any planning cycle. Policies vary in terms of their scope, complexity, decision environment & decision criteria. Policy options can be generated in many several paths to accommodate the disequilibrium. For analytical objectives one can group these procedures under the four modes: Systemic, Incremental, Ad hoc & Importation.

- **Systemic mode:** The characters of the system mode are generation of data, formulation, prioritization of options & refining options. Data are originated from two sources such as sector analysis & the existing body of professional knowledge. Formation of options under this mode is a neatly complexed procedure of induction. At its extreme, intellectual induction search to anticipate all possible policy outcomes by thinking through all possible contingencies.
- **Incremental mode:** The issue is likely to be situated in one special segment of the process, then the problem is how to formulate a policy to adapt the process to the reaction. This is often called the ‘acting out’ approach whereby the policymaker looks up to adjust present difficulties rather than to anticipate prior ones, thereby improving incremental developments.
- **Ad hoc mode:** Sometimes the issue is outside the educational process. It may not even be a issue but instead the origin of a new pick or a main political event that needs that the educational process make some adjustments. Here the policy may have no rational basis within the education department.
- **Importation method:** There are many innovations & fashions in educational process can be the source of the policy considered. Foreign specialists, operating as consultants for international agencies giving the stimulus for this mode.

2.2.8 Evaluation of Policy options:

Policy options can be evaluated only if alternative scenarios are improved to permit estimations of the likely implications of the options considered. Evaluation is a systematic & a neutral assessment of activity, project, programme, policy, topic etc.

The steps of Evaluation Policy options:

- It highlights on expected and acquired accomplishment, testing the result, procedures in order to realise achievements.
- It objectives at determining the relevance, impact, usefulness, proficiency & sustainability of interventions & achievements of the policies.
- It gives testimony-based information that is reputable, reliable & useful
- It is a thickened part of each stage of the programming cycle.

Thus, policy options can be evaluated only if substitute scenarios are improved to approve estimations of the likely implications of the options considered.

2.2.9 Making the Policy options:

It is the conclusion of a procedure during which all facts, related to the decision was gathered and analysed, so that a sum optimal policy might be designed & chosen.

Being a welfare state, all the policies in India relates to the benefit of the citizens & the improvement of our society and an economy. The procedure of policy formation begins with recognizing the issues and coming up with the solutions. Poverty and illiteracy are the major barrier of progress in our society. Maximum members of the committee should express same idea and then only decision-making takes place.

Decision-making is an integral part of our everyday life. It is sometimes difficult to tell where decision-making begins and ends. Policies are plans, courses of action that are desired to influence decisions. As such, they form a part of the context for decision-making. A policy decision tells us to how to prepare choices in order to act in an alignment with self-purposes & objectives.

2.2.10 Planning of Policy implementation:

Policy implementation is a purposeful and multidirectional change system, aiming to put a particular policy into practice that may affect an institutional process on many levels.

Policy's decision is formed with the compliance of the people who will put the policy into operation. Requiring consent assures equal judgement of each member of the group. Each member's objection to a policy must be pertinacious before the policy can be accepted. But the implementation of policy is not an easy job. There are numerous local level issues in our society. To implement national level policies on an education is a strong duty. Studies displays that what has occurred in an implementation stage, impacts the actual outcome of the policy.

Conversely, the livelihood of a fruitful outcome will be enhances, if thought is provided at the policy design stage to potential the issues of the society. Further, through an evaluation research, effort can be prepared to change the policy prior.

The policy implementation procedure theoretically involves an effort to measure as several areas of potential policy influence as possible, to reduce the chances that provided will have unanticipated consequences.

2.2.11 Policy Impact Assessment:

The Policy impact assessment are formal, evidence-based processes that ingress economical, social & environmental effects of the public policy.

The steps of policy impact assessment are below:

- Informing policy's makers about potential, economical, social & environmental ramifications.
- Enhancing public participation in order to gleam a range of judgement.
- Promoting clearness and special interest lobbying is dejected.
- Clearing how public policy assists to acquired its goals.
- Contributing to dynamic learning in policy improvement.

2.2.12 Subsequent Policy Cycle:

Policy is envisaged as a deliberate process of principles to guide pronouncements & to acquire rational outcome. The policy cycle is a tool used for analysing of the improvement of a policy item. It also refers to as 'stage approach'.

James E Anderson suggests the stages:

- Agenda setting
- Policy formulation
- Decision making
- Implementation
- Evaluation

It was further improved by Peter Bridgman & Glyn David. According to them, the steps of policy cycles are

- Problem identification
- Policy analysis
- Consultation
- Policy instrument development
- Building coordination & coalitions
- Decision making
- Policy implementation
- Policy evaluation

Sub-unit: 3 Economics of Education

2.3.1 Concepts of economics of education:

Economics of education studies human behaviour, action & reaction about schooling. Later it looks into how human behaviour affects economic improvement. Economics of education is one of the branches of the ordinary economics, though, it is the study of how educational managers build official choices from scarce available resources that is meant for the understanding of the best possible institutional outcomes. Economics of education employs the use of some elementary ideas generally used in labour economics, public sector economics, welfare economics & development economics. Economists like Adam Smith, Alfred Marshall, John Stuart Mill had investigated education & improvement widely.

The basic issue of economics of education is how the society, institution and the households make use of the limited human & material resources they have, to best gratify their unlimited wants for education. The solution to the basic issue requires the application of certain economic ideas. The study of economics of education involves private and social rates of returns to education, human capital & signalling theories of education, education & economic improvement, contribution of education to the economy, assessing institutional expenditure, educational cost, cost analysis, educational production, educational effectiveness & efficiency, cost effectiveness, cost benefit analysis & economics of teacher supply, educational & equity.

2.3.2 Cost benefit analysis:

‘Cost benefit analysis’ exposes a systematic comparison of the hugeness of the costs & benefits of some form of investment in order to measure economically profitability. It gives a means of appraising these posterior advantages in the light of the costs that must be incurred. Cost benefit analysis searches, quantifies & adds all the positive factors. These are the benefits. It then identifies, quantifies & subtracts all the negatives, the costs. Cost benefit analysis may be used to compare finished or potential courses of actions or to estimate the value against the cost of a decision, project or policy. It is generally used in commercial transactions, policy decisions & project investments.

It is necessary for decision making in education in the following ways:

- It may suggest paths of enhancing the profitability of education, either by enhancing benefits or by reducing the costs.
- It gives a conceptual framework for the examination of the costs of education in connection to the relative earnings of the educated man-power.
- It roles in educational policy making. It has been used to people as human capital, to measure the rates of return to investment in education.



2.3.3 Cost Effective Analysis:

It is a comparison of the cost of implementing a new information process or updating an existing one to the costs that would be included in retaining the subsisting way of doing things. It is an evaluation tool that is schematic to help in selecting among alternative courses of action or policies when resources are restricted. Most educational decisions face constraints in the presence of budgetary & other resources. That's why, limiting evaluation to the educational outcome of alternatives, alone, without consider their cost gives an insufficient basis for decision making. It is desirable to select those alternatives that are least costly for reaching a special objective.

It is a structure of economic analysis that compares the relative costs & outcomes of several courses of action. It is clear from cost benefit analysis, that assigns a economic value to the assess of effect. It is often applied in the sector of health services, where it may be unsuitable to monetize health effect.



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2.3.3.1 Cost Benefit Analysis vs. Cost Effective Analysis in education:

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 assessed by economic units.	It is an economic evaluation technique that compares 'cost per consequences' of two or more interventions, where the outcomes are assessed by natural units.
It focuses on the monetary consequences.	It focuses on non-monetary consequences.
Costs & consequences are assessed in monetary unit.	Consequences are assessed by natural units.
It is quantitative evaluation technique	It is qualitative & quantitative mixed technique
After this analysis, an intervention should be selected & undertaken if the benefit exceeds the cost.	After this analysis, we can choose the intervention which has higher natural units as a consequences.
It is applied to evaluate public expenditure programs designed to generate several outcomes.	It compares the relative value of several clinical processes that are designed to provide the similar outcomes.
The result is generally revealed as the several in cost, net benefits.	The result is generally revealed as the number of the life saved, reduced mortality.
It is essential to assign a monetary value to each year in life.	It draws attention exclusively to health benefits that are not monetized.

2.3.4 Higher Education Signalling Theory

The signalling theory of education generally ascribed to Michael Spence (1973). It focuses on the messages that education communicates in the labor market rather than the effect education has on students.

Signalling theory is based on the following assumptions:

- Every individual has several innate levels of productivity. These are not affected by their education.
- Additional education demands additional costs. This helps to differ for high & low productivity of workers. Those who can learn easily can achieve the signal more cheaply than others.
- There is constantly asymmetric information with respect to worker's productivity.
- Schooling levels can be followed without incurring a cost. Employers always use educational qualifications to predict productivity, forming hiring decisions & set wages.



The signalling model is attached on the assumption that worker's productivity is negatively connected to the cost of achieving the signal. If cost of education differs because of differences in family contributions towards school fees, tuition etc., then the learners who face higher schooling costs may be no less productive than those who face lower schooling costs & education will not permit employers to differentiate between high and low productivity workers.

2.3.5 Human Capital Theory

Human capital theory refers to the sum stock of the competencies, knowledge, social & personal attributes embodied in the capability to build intrinsic & measurable economic value. This theory views humans and individuals as economic units acting as their own economy. The role of human capital is broadly explained in economic development, productivity analysis, innovation & education. The primary idea of human capital theory is that investments in persons can be statistically measured based on the economic value they are capable to contribute to society. Human capital is subdivided into categories like that cultural capital, social capital, economic capital & symbolic capital. Although social, cultural & symbolic capital are very tough to measure, realising their existence & value is still essential. Each type of human capital is essential & the combination of sum types produce total human capital.

Human capital theory has practical implication for determining the value of training & education. It permits persons to calculate awaited future returns of an investment in education. Human capital theory permits individuals to build decisions about the latent cost of prior opportunities weighted with the opportunity cost of current situations. Human capital theory can be used to the lives of graduate students when looking at time allocation & the investments in health & social capital. Investments in both physical health & mental health are both essential to maximizing overall human capital.

2.3.6 Difference between Signalling Theory & Human Capital Theory

Signalling Theory	Human Capital Theory
It demands that education increases wages simply because educational level is a signal of the worker's capability.	It demands that education increases wages by enhancing productivity.
It suggests that education does not promote the student's capability.	It suggests that education has a positive causal effect on learner's capability, which in a competitive that in a competitive labour market translates into higher earnings.
It can be defined using arbitrate variables. It could be confined to assess of potential employer's beliefs about ability.	It assumes that education promotes individual and aggregate results because it promotes the widely defined job, relevant skills of the learner.



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2.3.7 Concept of Educational Finance:

Educational finance is the financing of educational institutions & depending on their ownership, they can be either publicly or privately financed. It means to governmental & organisational procedure by which revenues are generated through tuition fees, philanthropy etc. It includes public policy issues at the dynamic core of any society relating equity, efficiency & freedom of choice.

Development of education should be formed within the financial & human resources available in the country. Through careful analysis, allocation of money should be formed to essential educational sectors. For inspiring educational opportunities in our country, a large number of scholarships, stipends & free studentship should be provided to the learners. Also, special grants for physical activities, libraries, reading rooms, expenses on special programmes should be provided to all institutions.

Educational institutions are mainly funded by learners & their parents, employers from the private sector, government tax revenue or they rely mostly on private donors. Funding can be direct, that is through learner's tuition fees & other charges which are the main source of revenue for institutions.

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2.3.7.1 Principles of Educational Finance

- Development of education should be formed within the financial & human resources available in the country.
- All allocations of funds to education should be ascertained by the educational budget & priorities to several sectors should be formed within the sphere of education itself.
- Education should be duly financed to give equality of opportunity for the improvement of the individuals.
- Allocations should be formed to essential educational sectors in accordance with the projected man-power requirements.
- For craft, cottage industry, finance should be introduced in schools. Teachers should be provided incentives.


2.3.8 Educational Finance at Micro level in India

- A micro finance is a narrow idea which involves the several services such as micro credit, micro savings, micro insurance etc.
- A micro finance assists people to begin their own business by proving finance with a low rate of interest & assist to form them independent.
- The objective of micro finance is to assist the small sector of a society such as low-income level people or a below poverty line who are not capable to serve their needs just because of unavailability of fund.
- Those who are not capable to take a financial assist by the conventional way of putting a security as a guarantee.

2.3.9 Educational Finance at Macro level in India

- Macro finance is a broad idea & works on a broad scale & its benefits are comprehensive.
- A macro finance involves the drafting policy, subsidies, multi-year tract.
- The main aim of macro finance is to assist an economy to grow & to produce employment & enlarge an economy.
- A government gives macro finance in any form to the business like tax advantages or a subsidy because it will advantage the economy in future.

2.3.9.1 Difference between Micro Finance and Macro Finance

Basis	Micro Finance	Macro Finance
 Meaning	It is an individual based concept to equip financial services to low income persons who have no access to finance in an usual way.	It is a whole economy-based concept, that is not framed for any particular group, to grow the economy at a national level.
Concept	A micro finance is a confined concept & focuses on the necessary of an individual.	A macro finance is a wide concept & focuses the entire nation.
By whom	A micro finance is given by micro finance companies, self help groups & non-government organisations	A macro finance includes a big essence such as governments, big corporation, banks etc.
Money involved time period	Money involved is in a short amount	Money involved is in a big amount
Effect	There is a risk of inability that an individual may not pay. It has a direct effect on an individual.	There is no risk at all because the basic aim is to provide advantage to the economy.

2.3.10 Concept of Budgeting:

The word Budget is derived from a French Word 'Bougettee' meaning little bag. Budget is an estimation of probable prior income & expenditure for a programme from a period of time. Budgeting is basically a managerial procedure concerned with planning, co-ordination & control. A Budget may be thought as a statement specifying policies & plans to be succeeded during a certain a period, to acquire fixed goals & objectives.

According to G R Terry, "A Budget is an estimate of future needs fixed up according to an orderly basis, covering some or total activities of an enterprise for a certain period of time."

Budgeting is the procedure of making a plan to spend our money. This spending plan is called a budget. Making this spending plan permits us to determine in advance whether we will have sufficient money to do the things we need to do or would like to do.

The school budget may be narrated as the procedure of making a statement of expected revenue & for the proposed expenditure for a period of time. In School, the budget is the financial dimension of the school development plan.

2.3.10.1 Characteristics

- It is made beforehand based on a future plan of functions
- It is linked to a certain future period and is based on the objectives to be performed.
- It is exposed in financial terms.
- It displays planned income to be made.
- It marks the capital to be employed during the period.

2.3.10.2 Advantages

- Budget aids planning this is not only forecast but a forecast with numerical disclosure.
- Control actions is facilitated by budget it assists to assess performance & focuses attention on deviations for corrective functions.
- The control information's supplied for budget assists decision making of the managers concerned.
- Budget forces the organization to quantify i.e, state in figures what is needed to be acquired.
- Budget improves division of work & specialization.
- Budgetary control brings about a total development in the working efficiency of an organization.

2.3.10.3

Disadvantages

- Budget gives only approximate estimates. Therefore, results cannot be measured properly.
- Budget may also be applied to hide inefficiencies. Unnecessary aiding of definite expenditure & knowingly ignoring needed items are quite a general practice.
- Quick outcomes cannot be acquired as it is made for a year.
- The limitations of Budget is inflexibility. The figures mentioned are not final. As prices change very often estimates named in the budget may become absolute.
- Budget has psychological reaction & restricts freedom of action.
- Over-budgeting will not permit the managers to delegate even minor powers to their subordinates.

Previous Year Question

June-2019

1. Identify the specific features associated with macro level financing from the list given below:

- a) Total economy-based concept
- b) Unceasing chain of activity
- c) Addressing a large entity
- d) Time frame specified
- e) Having direct effect on an individual
- f) Minimum scope for risk
- g) Stressing needs of an individual

Choose your answer from the options given below:

- 1. a), c), d) and f)
- 2. b), d), f) and g)
- 3. c), e), f) and g)
- 4. d), e), f) and g)

options1. 1

2. 2

3. 3

4. 4

Answer with Reference

Sl.No.	Answer	Reference
1	1	2.3.9



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Sub-unit-4 Politics and Education

2.4.1 Relationship between Politics and Education

The relationship between Politics and Education has worked well. Politicians grant a prospect of the sort of society, they want, and education has been one of the main means of acquiring it. When the vision of politicians and society was to have wealth concentrated in the hands of a small number of people and a social structure that did not change, the education process delivered that. When the vision of society required more highly educated people, the school process was changed to release it. Then, when formal education for girls was proposed, the curriculum still reflected the role society awaited of women.

We required even more extremely skilled people therefore we can compete in a global economy & we realise better social consequences for individuals & society when children are failed at school. Across the political spectrum there is a view that we required an education system that has universal prominent standards & is inclusive and the public have far greater expectations than used to be the case.

However, politics has always been better at gate keeping than gate opening. It is well practiced at building education process that permit a few to reach the top, but it is much less sure of the levers it requires to use to release great standards to all. Yet there seems to be emerging agreement across the political parties as to what those levers might be. Besides, in the recruitment of teachers in educational institutions the political influences cannot be ruled out. Very often, due to political pressure and favouritism in the appointment of a teacher in an educational institution, the correct candidate may not constantly be chosen. This type of political interference in selection of teachers has a negative influence in the academic administration of an educational institution.

India is a developing country that is acquainted for its varied cultures and traditions. Education has become a prescript for every state & its tradition. Some states have well promoted education process, some states do not have. Indian government should look into such issues and make sure that these difficulties are covered up adequately. It is the duty of the government to develop new policies & amendments in education. According to Dr. Abdul Kalam Azad “when learning is purposeful, 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 & its economy as a 100% educated citizen’s nation.

2.4.2 Perspectives of Politics of Education

There are three aspects of politics of education. They are explained below:

2.4.2.1 Liberal View of Education

Liberalism is the ideology that all people should enjoy best possible personal freedom & that it should be guaranteed by due procedure of law. Liberalists are acquainted to be open to change. They trust in improvement and combat any restrictions on individual liberties. They trust that this liberation of human rights will lead to develop. The key components of liberalism involve the liberal ideas around property & the economy, rationality & the power of reason, secularism, individualism, progress, representative political institutions & education for general citizenship.

The liberalist conception of property & the government is the trust that government should not interfere with business transactions. Liberalists trust that we should have the liberty to compete in the world of business and achieve property as we are capable. Also, employers should have the right to hire and fire employees at their prudence and investors should have the right to invest and profit in any manner they please. While liberalists agree on these ideas, they disagree on the expanse to which the economy should be regulated. Liberalism also assumes that human beings have logicity and the power of reasoning.

2.4.2.2 Conservative's view of Education

Conservatism is the trust that institutions should action according to their desired original objective and that any ideas that have not been preserved should be restored. Definite core principles shape the beliefs of a conservative and conservatives trust these core principles come from a higher power. The first core principle is that all humans are partial by nature and there is no way to build a perfect society on earth. Second, the past is the basis for our social sensitivity and human familiarity. Lastly, tradition gives combination and stability for the society and culture.

A conservative education maintains the traditional curriculum, aiming to send information to the learners as a means of bringing them into an already placed culture. They trust the basic role of education is academics and that schools should not assume non-academic, custodial, therapeutic & social actions. Such functions are believed to weaken education.

According to Conservatives, education and the society are nearly related and we cannot think of the one, without the other. Education is needed to maintain a definite society, its culture, value process, religion, faiths, beliefs, languages and life styles. These are dispatched from one generation to another through ages.

2.4.2.3 Critical Perspective

Critical pedagogy emphasizes culture as a matter of the unbalanced interchange of meanings through meaning-making practices. In the view of critical perspective, all meaning-making practices require to be scrutinized for the types of authority they secure, the sorts of social relationships they nourish and the material and emblem interests they maintain or contest. While in the view of critical pedagogy, culture is inherently political and struggled over, for cultural conservatives culture is nearer to doctrine.

While cultural conservatives put the greatest focus on personal codes of conduct, despite several situations and critical aspect emphasize the essential of social context in the moral choices that people make. The critical aspect is also prominent by its focus on theory. Criticalists form the theoretical tools of interpretation a beginning point for teachers and learners to interpret personal and social reality as the basis for community and collective social intervention.

Learners also require to learn how to associate in respectful dialogue with others who may have drastically several prospects. The objective of these dialogues is to motivate the flow of concepts so that learners may become as informed as possible, for learners to become pleasant with being exposed to new or several concepts and to motivate accurate handling of conflict.

2.4.3 Approaches to Understand Politics

Political Scientists have obtained different approaches to the study of politics. Scholars have also applied several approaches to study comparative politics that are follows:

2.4.3.1 Behaviouralism

Behaviouralism is an approach in political science that founded in the 1930s. The famous Behaviourist Psychologists are Edward Thorndike, JB Watson, BF Skinner.

It is a movement in political science that persist on analysing only noticeable behaviour of political actors. In this statement, two things are alluded. Firstly, Behaviouralism is a movement and is based on the noticeable behaviour of persons who are regarded as 'political actors'. Secondly, Behaviouralism provides an indepth analysis by scrutinising the political behaviour of persons.

The exponent of Behaviouralism point out that neglecting the behaviour of persons, who are real actors of social and political events. It exerts that for an acceptable Scientific theory of social science, it is important that the political behaviour of persons is to be discussed and not the units and organisations that deals with political questions and theories.

The political behaviour of individuals comprises the central perspective of politics. Learning is nothing more than an acquire of new behaviour based on environmental conditions.

Thus, Behavioural Approach to politics explains which is an attempt to promote our realising of politics by seeking to discuss the exploratory perspectives of political life by means of processes, principles and criteria of proof that are allowable according to the canons, conventions and assumptions of modern empirical science.

2.4.3.2 Theory of System Analysis

David Easton was the first to consider and analysing politics from the view point of system analysis in his work, Political System (1953). According to Easton, Political system is an interaction in any society through which authoritative and binding divisions of values are formed and implemented.

Political system as a unit of analysis and concentrated on intra-system behaviour. He maintains that all political processes are both open and adaptive. He discussed the nature of interchanges and transactions that takes place in closed circuit. It is formed because of the demand from the society. This demand can be:

- Regulations of behaviour that is public safety, control over market etc.
- Participation of political process that is right to vote from political organisations.
- Communication and information relating policies of the government.
- For division of goods and services like that wages, working conditions, education, health etc.

Demand cannot be gratified without help and this support can be of several kinds. They are

- Material support such as payment of taxes
- Obedience of rules and laws
- Participatory support voting, political discussion
- Paying attention to government's communications such as advertisements, ceremonies, symbols etc.

2.4.3.3 Theory of Rational Choice

The theory of rational choice points out that individuals believe logical calculations to acquire results that are in line with their personal purposes. These decisions provide people the largest advantages. Here, the choices are for their greatest self-interest. Most mainstream academic assumptions and principles are based on this theory.

It assumes that sum people try to actively maximise their benefit in any condition and that's why, systematically, try to minimise their reduces. We must mind rationality is the driving force when preparing a select whose result will be maximising the individual's profit. Determinants of behaviour, prediction of behaviour & study of interest group are involved for the theory of rational choice.

It declares that sum complex social phenomena are driven by personal human functions. This theory is applied to model human decision-making, specially in the content of micro-economics. Here, it assists economists to better realise the behaviour of a society in terms of personal functions as discussed through rationality. It is also used to evolutionary theory, political science, sociology etc.

It has definite strengths and weaknesses. The strength remains in its simplicity. It is translucent straight forward theory that is not only easy to realise but permits us to evaluate and envisage other's decisions. Its weakness is that real life is not simple, clear or straight forward. That's why, the rational choice theorists do not demand that the theory explains the choice system, but rather that it portend the result and pattern of choices.

2.4.4 Education for Political Development

Educational system have assumed an essential place in political science research. In, political science, idea of political development is reconsidered. The concept of political development becomes more significant when it is evaluated at the individual level, where it respects to reveal demand and values. The historical review is formed about the role of education in improvement.

Society has formed a great endeavor to modernise the World by education, communication, travel, health etc. To enhance the standard of living, modernisation has transferred the liability of education from the family to public institutions.

Modern schools, colleges and universities do not provide much focus upon transmitting a way of life to the learner. This is due to fact that traditional education was meant for an unchanging and static society, a society not marked by fast change associated with industrialisation.

Education objectives at communicating empirical knowledge, knowledge about science and technology. A transformation in the contexts and methods of education has taken place to meet the needs of modern society.

2.4.5 Political Socialisation

Political Socialisation involves the ways in which people achieve values and ideas that shape their political stance and ideology. It is regarded as a study of the developmental system by which people of all ages achieve political cognition, attitude and behaviour. Here, the family educational system, peer groups and mass media play a very essential role.

It can be discussed as given below:

- **Family-** Our first political concepts and values are improved within our family. Often parents and elder siblings explain about the politics in front of the younger members of the family. All these conversations have a great influence on them and they improve generally a similar prospect of their elderly members.
- **Schools-** Children are initiated to elections and voting, when they selected their class monitors. Later, in high school and colleges, they learn more advanced form of politics through campaigning, when they are motivated to comment government's policies. Schools and colleges often fix up debate that includes learners, teachers, parents and other larger communities.
- **Peer Groups-** Peer pressure certainly affects teenager's prospect and lifestyle. Sometimes, it also affects their political sights when the peers are politically aware, e.g. freedom movement, many school's student joined and took active role in it.
- **Mass media-** Our political information originates from the mass-media such as newspapers, magazines, radio, television and the internet. It provides us not only political information, but also affects our political values and trusts. Besides, these political parties, various religious views, legal process of the states are also playing as essential agents of socialisation.

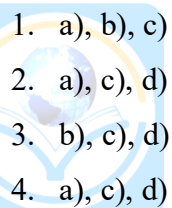
Political education plays an essential role in socialising people. As political education assists members of society either to form or change their political prospects. The educational process gives all the procedures and methods, where by the big society provides its members organised and controlled socialisation in the several sectors and institutions of human efforts.

Previous Year Question

June-2019

1. From the following list, identify those which are relevant for the theory of rational choice:
- a) Aggregation of social behaviour
 - b) Random behaviour
 - c) Determinants of behaviour
 - d) Prediction of behaviour
 - e) Study of interest groups
 - f) Behaviour problems associated with information

Indicate your answer from the codes. Select the correct option:

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- 1. a), b), c) and d)
 - 2. a), c), d) and e)
 - 3. b), c), d) and f)
 - 4. a), c), d) and f)

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Options 1. 1

2. 2

3. 3

4. 4

Answer with Reference

Sl. No.	Answer	Reference
1	2	2.4.3.3



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