

UNIVERSITY GRANTS COMMISSION**EDUCATION****CODE:09****Unit – 2:History, Politics and Economics of Education****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.

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.

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.

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.

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)

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

Answer with References

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

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

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

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



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