

Educational Policies and Curriculum: Perspectives and Prospects in 21st Century

Bharati Jani
Teacher Educator
DIET, Rayagada, Bissam, Cuttack

Abstract

This article focuses on two important of educational system: curriculum and policies related to educational planning. The success of New Education Policy required a robust comprehensive and futuristic curriculum and would prepared young people to face the challenges of “change”. It is necessary to integrate curriculum in the content and pedagogy. It is the conceptualization, nature and design of extent of dynamism inbuilt in the curriculum that has strengthen to transform in education system. Curriculum must inspire and offer hope, encourage to learner to act and find solution. The challenge also is to link the curriculum content with local needs and aspiration. The New Education Policy will aim to address seven key areas of concern with respect to the Indian education sector – access and participation, quality, equity, system efficiency, governance and management, research and development and financial commitment to education development. These will be addressed through policy interventions broadly into preschool and adolescent education, curriculum development and examination reform, teacher and faculty training, lifelong literacy, higher education and long distance learning.

Key Words-: Policies, curriculum, New Education Policy, policy interventions, curriculum development.

Introduction

Policy, in general, is expected to set standards and procedures for different levels of organizational authority on how to deal with each other as well as with schools. Furthermore, it emphasizes the preferred ideology concerning the nature of knowledge and content that students should gain from schools. From a broader perspective, it also determines the relationship between the various stakeholders in education- be it within the classrooms or

across the various departments of school governance and management. There tends to be an ‘inherent bureaucracy’ of an institutional text that is influenced by the contextual systems ranging from schools to nations; their social, economic and political structure (Pinar, et al 2008). Hence in many ways curriculum policy on how schools operate, on how students and teachers interact, on how subject content is prioritized as well as on how they finance themselves, reflect the values of the existing social and political structure of that context (nations, state, etc.). There are several varying perspectives on how curriculum policy influences its implementation. One view is that policies are often unrealistic and fail to account for the complexities inherent in teaching, so their influence on the actual practice is negative. Hence, many studies reveal a wide gap between the intended objective of the curriculum and the practiced version in classrooms (Wise, 1979). Another view of the policy-implementation relationship argues that policies are rooted in political ideologies that lead to “contradictions in control”. The goal of improving school performance as measured in terms of students’ scores and the goal for larger social and public purpose of education compete with each other and hinder the accomplishment of either of the two (McNeil, 1986). Alternatively, Lipsky (1980) finds that policy has little influence on actual practice and that teachers have a significant role in determining the daily experiences of many students. This view is supported by Elmore and Sykes (1992) report that for easy management a “teacher’s coping mechanisms constitute the policy that governs access to knowledge” (cited in Pinar, et al., 2008, p. 668). Alternatively, attempting to provide a balanced view of how policy should relate with practice Shulman (1983) said “...policies are very much like laws and teachers like judges” (cited in Pinar, et al., 2008, p. 669). He supported the privilege of teachers to modify curricular content within the framework of necessary guidelines.

These analyses of policy implementation gap provide relevant literature context to the realities of curriculum and pedagogy in many developed and developing educational contexts.

Curriculum policy in India

Gandhi envisioned education as an instrument to awaken the country’s integrity to injustice, inequality, and violence during the National Movement for independence in India. He recommended the use of local environment, community, and dialects to socialize the child in order to make him/her into a transformative agent. To actualize Gandhi’s vision, successive National Commissions (1952-53, 1964-66) tried to imbibe his core educational philosophy which focused on national development (NCERT, 2005).

The National Policy for Education (NPE) of 1968 and the Curriculum Framework designed by the National Council of Education Research and Training (NCERT) in 1975 were made when education affairs were primarily handled by the state governments. However this changed in 1976 when education was listed as a concurrent subject and for the first time in 1986, a uniform National policy of education was structured which endeavoured to make quality of school education comparable across the nation. This policy primarily emphasized on national integration without compromising the secular, multifarious aspect of the Indian society. Apart from this, it stressed upon the importance of identifying individual competencies and values to be fostered at various stages. Concurrently, NCERT made efforts to conduct studies and organize consultations and as result, drafted the National Curriculum Framework (NCF) of 1988. Post implementation, during the Yashpal Committee Review, it was realized that when NCF-1988 was converted into a course of studies and textbooks, it resulted in an increase in the load of curriculum and made learning stressful (GOI, 1993). Upon the recommendations listed in the Yashpal Committee Report (Learning without Burden) and drawing from the lessons learned from NCF-1988, the national curriculum was completely reworked in 2000. The NCF-2000 drew severe criticism from educationists and social activists for re-writing history textbooks which overemphasized majoritarian perspectives and culture as the primary ideology of the nation (Kumar, 2012). Following several public discourses, debates, academic and policy consultations, NCF was redesigned in 2005. NCF 2005 takes into account various interconnected aspects of educating children in India such as aims of education, the socio-cultural contexts of children, the nature of knowledge, and the principles and processes of human development and learning (NCERT, 2005). NCF 2005 proposes five guiding principles for curriculum development: "... (i) connecting knowledge to life outside the school; (ii) ensuring that learning shifts away from rote methods; (iii) enriching the curriculum so that it goes beyond textbooks; (iv) making examinations more flexible and integrating them with classroom life; (v) nurturing an overriding identity informed by caring concerns within the democratic polity of the country" (NCERT, 2005, p. viii).

The policy document also clarifies that the NCF does not intend to propose standardization. It echoes the principles outlined under NPE 1986 that, "the National System of Education will be based on a national curricular framework, which contains a common core along with other components that are flexible" (NPE, 1986, p. 5). NPE envisages the framework as a "means of evolving a national system of education capable of responding to

India's diversity of geographical and cultural milieus while ensuring a common core of values along with academic components" (NCERT, 2005, p. 4).

NCF 2005 emphasizes that all pedagogic efforts which includes- the creation of syllabi and textbooks for the primary classes should be planned keeping in mind the core values of Early Childhood Care and Education (ECCE). It also discusses the nature of knowledge and children's own strategies of learning as a theoretical basis of the suggestion it makes. It proposes that teaching should aim at "enhancing children's natural desire and strategies to learn" and that "knowledge should be distinguished from information" (p. viii). The document also advises on enabling children to learn and express themselves through a variety of activities and suggest systemic reforms in the school system – the manner in which physical setting is visualized and the quality standards defined (NCERT, 2005).

To encourage integrated knowledge, the NCF (2005) recommends the "softening" of distinctions between the four core subjects- Mathematics, Languages, Sciences, and Social Sciences. It also strongly insists on the revision of textbooks to make learning more child-friendly and contextually relevant. NCF pays special attention to the study and practice of arts and crafts, health and physical education, and peace. It urges teachers to consistently explore new avenues, forms of knowledge and creativity. Testing and evaluation of learning is crucial and it critiques the previous existing system and criteria of examination which promoted rote-learning that created psychological pressure experienced by children and parents, as well as teachers who then adapt their teaching practices to reinforce rote learning (NCERT, 2005). To change this pattern of testing and evaluation, the Department of Education introduced a new policy titled Continuous and Comprehensive Evaluation (CCE) for evaluating student learning. This policy endeavours at supporting a continuous all-year round evaluation of a child's progress in schools. This process ensures that remedial support, if required, is given to a student throughout the year instead of the end of academic year. CCE was primarily planned for secondary schools; however, it has permeated to the lower grades and the new and revised textbooks are designed to allow for continuous evaluations of the multiplicity of skills and knowledge acquired by a student in a year. If implemented properly this method is expected to make teaching-learning more activity-based and individualized to the needs and the pace of students.

With the ratification of the Right to Education Act, NCF 2005 is no longer an advisory policy document. Under Section 7(6a), the central government has to develop a framework of national curriculum with the help of academic authorities of state governments (MHRD, 2013). This is crucial as the earlier practice of the NCERT preparing the NCF was

of an advisory nature. Under the Act, NCF 2005 became mandatory till the central government in consultation with the state governments drafted a new framework in 2009 (MHRD, 2013). RTE resonates with NCF 2005 in requiring the education authorities to develop curricula and evaluation procedures in accordance with the values enshrined in the constitution. RTE emphasizes the need for the curricula and evaluation methods to ensure the “all-round development of the child”, “building up the child’s knowledge, potentiality and talent” and “making the child free of fear, trauma and anxiety” through a system of “child friendly and child centered” learning (Ministry of Law and Justice, 2009, p. 9). Reinforced by this development, NCF is making tougher impressions on the various state education departments that have begun formalizing State Curriculum Framework based on the principles underlying NCF and RTE.

Curriculum Development for National Perspectives

The process of curriculum development, in India, lies between the two extremes of centralization and decentralization. From time to time, the national government formulates the National Policy on Education, which includes broad guidelines regarding the content and process of education, at different stages. These guidelines are, further, elaborated by the National Council of Educational Research and training (NCERT).

Curriculum designing has a special place in the diverse responsibilities envisaged in the charter of NCERT. As the apex of the national agency for educational reforms, NCERT is expected to review the school curriculum as a routine activity, ensuring the highest standards of rigorous and deliberative openness in the process. The NPE, 1986 and the Plan of Action 1992, assign a special role to NCERT in preparing and promoting a National Curriculum Framework.

The curriculum framework, prepared at the central level, provides a broad overview of the school curriculum, including general objectives, subject-wise objectives, suggested scheme of study and guidelines for the transaction of the curriculum and the evaluation of pupil outcomes. The detailed curricula, syllabi and instructional material are developed at the national level. The NCERT develops the syllabi and instructional material used in the schools, run by the central organizations. That is how the school education gets affected directly by the national curriculum framework.

In this light, the present section of the chapter analyzes the curriculum frameworks from the perspective of human rights. The idea behind this analysis is to understand the

assumptions, aims and objectives, knowledge, learner and learning from a human rights perspective. For this, three national curriculum frameworks have been analysed—the *National Curriculum for Elementary and Secondary Education (1988)*, the *National Curriculum Framework for School Education (2000)* and the *National Curriculum Framework (2005)*.

The National Curriculum Framework for Elementary and Secondary Education, 1988

NCF 1988, considered a child as the builder of the India of tomorrow, which is possible only through a well-designed and effectively implemented educational programme, through which a child can be equipped to realize his/her inner potential and, hence, contribute, meaningfully, to nation building. The curriculum, at the earlier stages of education, is basic to the intellectual, physical and emotional development of the child. The main objective of the National Curriculum Framework for Elementary and Secondary Education was to build on the positive experiences of the past educational reforms and to reflect on the present concerns. The National Curriculum aimed at reducing the existing disparity in the quality of education, provided by the different institutions and the regional imbalances, by setting national norms for threshold resources for the achievement of the minimum levels of learning, specified for each stage of school education. The Curriculum articulated the educational objectives of the national system of education, through a common scheme of studies for elementary and secondary education, with an in-built flexibility, ensuring a greater initiative to the teacher, the school, and the local educational authorities. The Curriculum derived its global objectives of the all-round development of the child from the national educational traditions, the profound values enshrined in the Constitution of India and the contemporary concerns for strengthening India's emotional unity and preparing the nation to face future challenges.

The following social, cultural, political, economic and educational parameters that have guided the development of the National Curriculum Framework 1988 are based on a human rights perspective: All citizens of India should have equal access to education. The specific needs of the disadvantaged sections of society ought to be met through the curriculum; Education, regarding the cultural heritage of India, needs to be imparted to the students, in order to develop national identity and a spirit of togetherness; it is essential to impart awareness of the citizens' duties and rights, and the ideals of the constitution of India to the children; in view of the erosion of values, it is imperative, through the curriculum, to

inculcate moral and social values amongst students; besides, the national identity and unity, it is imperative to develop international understanding, through the curriculum; protection of the environment and conservation of natural resources should be the major objective of the school curriculum; in view of the increasing population of the country, it is imperative to include suitable content, regarding population education, in the syllabi of different subjects; the curriculum should aim at preparing a child for life, which means that relevant knowledge should be imparted and appropriate skills, competencies and values developed; education plays a significant role in the national development, by increasing human resources. Therefore, the primary objective of the curriculum ought to be the total development of the child's personality; all the processes of education should be child-cantered, with the teacher playing the role of a facilitator, during the process of learning; the curriculum should aim at developing a student's creative potential; the curriculum should develop a scientific approach amongst students; work should not be considered as distinct from education, instead, work should be adopted as a medium for imparting education; the process of evaluation should be continuous and comprehensive; media and educational technology ought to be employed, to make the transaction of curriculum effective.

From a broad perspective, all the points mentioned above, deal with, a human rights perspective directly or indirectly. The main characteristics of the National Curriculum 1988, developed in accordance with the above-mentioned principles, are described in the following sections.

The National Curriculum Framework envisaged an *undifferentiated curriculum* for all children – irrespective of sex and place of residence (i.e. urban or rural) which is directly related to human rights. The 1988 National Curriculum Framework (NCF) recommended compulsory *core curriculum elements* to be taught throughout the country. Most of these core elements were aimed at the development of national identity and a spirit of togetherness, leading to national unity and making people aware about their rights and responsibilities. The common core elements, recommended in the NCF, were: the history of India's freedom struggle, constitutional obligations, content essential for the development of the national identity, common cultural heritage of India, democracy, secularism, socialism, gender equality, environmental conservation, removal of social barriers, the small-family norm and development of a scientific approach. Most of the areas that have been covered are directly linked with a human rights perspective.

The National Curriculum Framework for School Education, 2000

The NCF2000, argued for a national system of education, because of the need for a pluralistic society. It, also, emphasized the reduction of the curriculum load, based on 'Learning without Burden'. It studied the previous documents and, hence, decided to make significant changes. It tried to incorporate the values enshrined in the Constitution such as social justice, equality & so on in the curriculum. With the idea of social justice, it hoped to provide quality education to everyone, including the marginalized groups and making others sensitive towards the constitutional values.

This document rejected the idea of rote learning and provided a reorientation of the learner and learning and discussed a holistic approach in the treatment of the learner's development and learning. It suggested the following:

- Creation of an inclusive environment, in the classroom, for all students.
- Learner engagement for the construction of knowledge and fostering of creativity.
- Active learning, through the experiential mode.
- Adequate room for voicing children's thought, curiosity, and question in curricular practices.
- Connecting knowledge, across disciplinary boundaries, to provide a broader frame work for insightful construction of knowledge.
- Forms of learners' engagement in terms of observing, exploring, discovering, analyzing, critical reflection & so on, are as important as the content of knowledge.
- Activities for developing critical perspectives on socio-cultural realities need to find space in curricular practices.

Besides these particular ways to deal with the learners, it, also, talked about the local knowledge and children's experiences and considered them essential components of text books and pedagogical practices. As school time is a very important period in every one's life, this document talked about the rapid development in this period, with changes and shifts in children's capabilities, attitudes and interests that have implications for choosing and organizing the content and process of knowledge. For language, it favoured the three language formula and said it should be implemented. NCF 2000, also, talked about the importance of work experience, art education and value education in the school curriculum. The content of social sciences was considered in the NCF2000. The NCF2000 said that the focus should be on conceptual understanding, rather than merely facts being memorized for an examination. The students should be able to reflect on social issues. The Social Sciences should have an interdisciplinary approach, allowing the children to discuss major, national

concerns such as justice, Human Rights, sensitivity towards the marginalized groups and so on. History should provide students with a conceptual understanding of the past. The NCF (2000) also recognized the importance of civic identity. The idea of Civics as Political Science was, also, looked at. It strongly recommended that the availability of minimum infrastructures and material facilities and support, for planning a flexible daily schedule, are critical for improved teacher performance. A school culture, that nurtures children's identities as 'learners', enhances the potential and interests of each child. For this, specific activities ensuring participation of all children-abled and disabled--- are essential conditions for learning, by all. The value of self-discipline among learners, through democratic functioning, is as relevant as ever. NCF 2000, also, emphasized a strong need to conceptualize the learning resources in terms of-the textbooks that focused on the elaboration of concepts, activities, problems and exercises, encouraging reflective thinking and group work; supplementary books, workbooks, teachers' handbooks & so on, based on fresh thinking and new perspectives; – multimedia and ICT as sources for two-way interaction, rather than a one-way reception; – the school library, as an intellectual space for teachers, learners and members of the community, to deepen their knowledge and connect with the wider world.

National Curriculum Framework 2005

The NCF 2005, is a very useful document, and is a refreshing departure from the 2000 NCF. The NCF 2005 is a more carefully worked-out document than the 2000 document, as it looks at including various other subjects such as environment, peace & so on. The document focuses more on the creativity and the overall development of children, rather than filling their brains with information. The guiding principles are connecting knowledge life to life outside school, no rote learning, enriching the curriculum for the overall development of children, and without being textbook centric and reducing examination stress. The document is divided into 5 areas-Perspective, Learning and Knowledge, Curriculum Areas, School Stages and Assessment, School and Classroom Environment, Systemic Reforms.

The first chapter, entitled *Perspective*, takes into account the history and the rationale behind the revision of the National Curriculum Framework. It discusses the efforts, at reforming the curriculum, since the inception of India as an independent nation, including the Mudaliar Commission (1952-53), the Kothari Commission (1964-66), the Curriculum Framework (1975) and the NCF1988, along with the NPE1986. The chapter recognizes the Gandhian vision of education, as a means of raising the national conscience towards the

social problems of injustice, violence, inequality & so on. It refers to the report entitled, *Learning without Burden* (1993), which highlighted the problems of curriculum overload, which made learning a source of stress for children during their formative years. It refers to the National Curriculum Framework for School Education, introduced in 2000.

Chapter 1 recognizes the Constitutional vision of India, founded on the universal values of social justice and equality. It takes four issues as its guiding principles, for the curriculum-makers, (a) connecting knowledge inside the school to the experiences outside the school (b) the shift of learning from rote-learning to understanding (c) going beyond the prescribed curriculum and the textbooks (d) making the examination system more flexible; hence; reaching out to every child with equality, quality and quantity. This chapter looks at the social context of education and the hierarchies of caste, economic status and gender relations, cultural diversity, as well as uneven development that characterize Indian Society, and deeply influences access to education and participation of children, in schools. It cautions against the pressures to commodity schools and the application of market-related concepts to schools and the quality of schools. Finally, it discusses the educational aims, as derived from the Guiding Principles. Education should aim to build a commitment to democratic values of equality, justice, freedom, concern for others' wellbeing, secularism, respect for human dignity and rights. It should, also, aim at fostering independence of thought and action, sensitivity to others' well being and feelings, learning to learn and unlearn ability to work for developing a social temper and inculcate an aesthetic appreciation.

The Chapter2, *Learning and Knowledge*, focuses on the primacy of the learner. Child-centered pedagogy means giving primacy to children's experiences, their voices and their active participation. It discusses the nature of knowledge and the need for adults to change their perceptions of the child, as a passive recipient of knowledge. Rather the child can be an active participant in the construction of knowledge, which is facilitated by encouraging children to ask questions, relate what they are learning in school to things happening outside, encouraging them to answer from their own experiences and in their own words, rather than by memorizing. It recognizes the need for developing an enabling a non-threatening environment, since an environment of fear, discipline and stress is detrimental to learning. This chapter emphasizes that gender, caste, class, religion and minority status or disability should not constrain participation in the experiences provided in school. It points out that the diagnostic criteria of 'learning disabilities' is not well established. It is, therefore, entirely possible that learning disabilities may arise from inadequate and insufficient instruction.

The chapter3, *Curricular Areas, School Stages and Assessment* recommends significant changes in Language, Maths, Natural Science and Social Sciences, with a view to reducing stress and making education more relevant to the present day and future needs of children. In Language, it makes a renewed attempt to implement the three-language formula, with emphasis on the Mother Tongue, as the medium of instruction. India is a multi-lingual country and the curriculum should promote multilingual proficiency in every child, including proficiency in English, which will become possible only if learning builds on a sound language pedagogy of the Mother Tongue. It focuses on language, as an integral part of every subject, since reading, writing, listening and speech contribute to a child's progress in all curricular areas and, therefore, constitute the basics of learning.

In Social Sciences, it recognizes disciplinary markers, with emphasis on integration of significant themes, such as water. It, also, recommends a paradigm shift to study Social Sciences from the perspective of the marginalized groups. It recommends that gender justice and sensitivity to tribal and dalit issues and minority sensibilities should be included in all sectors of Social Sciences.

The NCF2005, looks at the school and classroom atmosphere, by nurturing an environment that provides space for the parents and community, addresses the need for the plurality of material, takes into account teacher autonomy, discusses curriculum, including the library, textbooks, educational technology and goes beyond the understanding of the traditional notions of discipline.

Systemic Reforms have also, been incorporated in the NCF, 2005. It covers issues of quality and the need for academic planning for monitoring the quality. It reaffirms faith in the Panchayati Raj and suggests the strengthening of the Panchayati Raj Institutions, through systematic activity of mapping functions appropriate at relevant levels of the panchayats, while, simultaneously, ensuring appropriate financial autonomy, on the basis of the funds-must-follow-functions principle. This chapter looks at issues of academic planning and leadership, at the school level, to improve quality.

Teacher education, for curriculum renewal, focuses on developing the professional identity of the teacher, as also in-service education and training of teachers. Examination Reforms is an important component of this chapter, to reduce psychological pressure, particularly on the students of classes X and XII. The NCF, therefore, recommends changing the typology of questions, in order that reasoning and creative abilities replace rote learning, as the basis of evaluation. Finally, it encourages innovation in ideas and practice, through

plurality of textbooks and use of technology and recommends partnerships between the school system and other civil society groups.

The New Education Policy 2016

The New Education Policy will aim to address seven key areas of concern with respect to the Indian education sector – access and participation, quality, equity, system efficiency, governance and management, research and development and financial commitment to education development. These will be addressed through policy interventions broadly into preschool and adolescent education, curriculum development and examination reform, teacher and faculty training, lifelong literacy, higher education and long distance learning. These will be addressed through policy interventions broadly into preschool and adolescent education, curriculum development and examination reform, teacher and faculty training, lifelong literacy, higher education and long distance learning. Here is a quick glance at the direction of reform in some of the identified areas of concern:

Access, Participation and Equity

The main issue in this realm can be characterized as very slow progress in reducing the number of non-literate people and a need to expand access to more early childhood education. States will be encouraged to ensure that the Right to Education Act is extended well enough to cover secondary education. Beyond this, expansion of open schooling facilities has been suggested in order to help drop-outs and working children who cannot find the space to attend formal schooling.

A National Fellowship Fund to support fees, material and living expenses for 1,000,000 students will be created to cater to economically weaker sections, with separate national talent scholarships in all subject areas for meritorious students. Linkages and mentorship systems between schools are also being developed. Further, an autonomous body to oversee Open and Distance Learning (ODL) as well as Massive Open Online Courses (MOOCs) will be set up to boost better access and participation and also be in charge of maintaining quality standards in this realm.

Under the aim of equity, curriculum reform is being undertaken with broad goals of ‘social cohesion, religious amity and national’ integration and will include teaching students their fundamental rights and duties in order to be responsible citizens. The curriculum will specifically cover issues of social justice (like gender, social, cultural and regional disparities)

and their means of redress but with an express emphasis also on ‘unity in diversity.’ The input draft also opens up the possibility of ‘alternate’ schools which offer interventions for particularly deprived children, like those migrating or under difficult circumstances.

Multilingual education will be offered at several levels to aid tribal students who lack familiarity in the regional language/language instruction. Current central funding will be augmented to identify and support students with special learning needs. This will be supported by dedicated research and development to strengthen disability studies in higher education and social and research audits of disability access.

Quality and System Efficiency

The aim here is to ensure that learning levels match expected learning levels and tackle deficiencies of educators, curriculum and pedagogy. At the preschool level this will involve priority programs for children in the age group of four to five years alongside the Ministry of Women and Child Development and training of cadres of pre-primary teachers at the State Government level. While a common national curriculum will be developed in science, mathematics and English, in other subjects there will be a partially common curriculum with the rest developed by individual states. More emphasis will be placed on practical components within science subjects from grade six upwards.

Concentrated efforts are being suggested to make Information and Communication Technologies (ICTs) an important part of the education cycle – from teaching methods, to record maintenance to monitoring and review mechanisms geared towards both teachers and students.

Teachers at all levels of school education will be given a thorough module covering child rights and the stipulations in place as well as what constitutes a violation as part of their training programs. This will be supplemented by self-learning online programs for students and parents on similar themes. Uniform norms for better learning outcomes will be applied to private and government schools alike. Beyond the upper primary stage, the current policy of ‘no-detention’ (not detaining students in a grade if they have not acquired adequate marks to advance) will be removed and instead be replaced with a policy of identifying weaker students and providing remedial instructions.

Academic aptitude tests and help lines with professional counsellors have been floated with the idea of targeting students with special needs but also the larger student body in order to help identify areas of interest and potential. Procedural blocks that stand in the way of students migrating from one school to another will be done away with to ease mobility between schools.

A separate section has been allocated to the issue of 'Language and Culture in Education' in addition to the identified areas of concern. This includes placing emphasis on both regional language as well as English, no matter what the school's medium of instruction is. In addition to this however special importance has been accorded to the teaching of Sanskrit in schools and expansion of facilities for the same. Culture education now includes 'ethics education' – broadly centered around lessons of equality, equity, liberty, justice and national integration.

Conclusion

The first full-fledged National Education Policy in India was drafted and implemented in 1968 and the second in 1986. Barring some modifications in 1992 and in 2005, the first major overhaul of the 1986 policy has been taken up by the Modi government now, which is seeking to address and accommodate changes in the realm of education – at all levels from elementary to college education across rural and urban India. The consultation process for the formation of the New Education Policy (NEP) was started under the guidance of MHRD. The aim was to respond to the “changing dynamics of the population's requirement with regards to quality education, innovation and research” and help the country move towards becoming a knowledge superpower. The process was announced as a multiple level consultation process both on ground and online across stakeholders.

Thus, the complete policy along with a framework for implementation is expected in the upcoming months. Although an input draft cannot be expected to fully explain how each intervention will be implemented, several points that seem to call for greater efforts or more extensive research do not actually tell the reader what these efforts may be or to what extent they are determined by the government at center or at the state level – cases in point would be the inputs concerning gender discrimination and better support for students with disabilities. It will work in grass root level as well as in central level. It offers a framework for change, make education modern with optimal use of technology, without compromising on India's

traditions and heritage. The prospective vision for the mode, purpose and context of comparative education studies which is in tune with the emerging new educational aspirations of the 21st century how individuals can be encouraged to engage successfully with the many new forms of learning opportunity and better experiences.

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