UNIT 6  EDUCATION POLICY, DECISION MAKING AND POLITICAL PERSPECTIVES OF EDUCATION

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6.1  INTRODUCTION

You must have heard the story of three pigs, who decided to build a house for themselves. One of them made his house with straw, the second with wood and the third with brick and mortar. The first one completed his house in one week, the second one took a month to complete but the third one took more than six months. As the news of pigs' new flats spread the wolf came trying to find if he could sneak in and have some good meat. The wolf had no problem in entering the straw hut. He caught the first pig and ate him up. Then he went to the second hut made of wood. He had to make some effort but he succeeded in entering the wooden hut as well. But in spite of all efforts he could not enter the brick hut. This was secured from all sides and made after planning and hard labour. This story has great lesson for each one of us and also for national planners. To develop a strong and secure nation, we need to plan and develop our policies and institutions to withstand unforeseen situations.

This unit aims at giving you an insight into the steps through which educational policies are formulated and then effected, evaluated and redesigned to make education more responsive to the needs of a particular society.

The aims of education policy and decisions include:

•  The development of each individual to the fullest potential,
•  Education is a method of transmission of social norms and values. This is also sometimes seen as a form of social control, and
•  The education system serves the industrial process and the economy by producing trained workforce, and by providing child minding services.

A cursory look at the development of education system proves beyond doubt that education primarily is a process of planning and a political activity. There are two major areas which have been targeted – the content of education (i.e. the curriculum) and the finance of education. It has been realized that education transforms minds and so it is important to control the content of education.
Another major issue, which has been highlighted in recent past is the quality of education provided to various groups and sections of society. It has been mentioned by many from various quarters that if education is a process of transformation then the quality of education will automatically predetermine the level of transformation of the learners.

Education is being offered by various agencies (government and non-government) through different modes namely face-to-face, distance, etc. The objectives and motives of education influences the process and outcome. In this unit, we shall discuss the process of planning and reaching education to various sections of society and also discuss the issues, which influence and affect them. This unit considers the notion of educational planning as a tool for making the education sector grow and function more effectively and the various issues which influence policy making.

6.2 OBJECTIVES

After going through this unit, you should be in a position to:

- understand the meaning and importance of education policy;
- understand the concept of decision making in education;
- appreciate the relationship between society and political perspectives of education; and
- know how politics of the nation influences the process of planning and implementation.

6.3 NATURE AND SCOPE

Educational policy or legislation is directly related to an ideal educational standard or model such as that which suits manpower requirements of the economy. It can be easily noted that education policy is determined by various inherent factors such as socio-economic changes. A framework of educational policy analysis involves a process in which various stakeholders analyse, generate, implement, assess and redesign policies. This is referred to as educational Policy cycle. It is defined as a tool used in the analysis of a policy item development. It involves the following steps:

- Problem identification,
- Policy formation to deal with the identified problem,
- Decision-making targeting the identified problem,
- Implementation i.e. the realization of an application, or execution of the plan,
- Analysis and evaluation of a policy to continue or terminate.

The field of education all over the world has been characterized by shifting positions largely influenced by the local micro economic changes and other regional priorities. Since Independence, decision making within the education sector has passed through various phases. Soon after Independence, the Government of India appointed University Education Commissions in 1948 (Dr. S. Radhakrishnan Commission). At the time of Independence, the literacy rate of India stood at 16.1 per cent (1951 census) while women education was badly neglected. Education received good attention after independence. Radhakrishnan Commission report (1949) led to the reorganization of India’s educational system.

The social universe in which we live is faced with fundamental problems like the formation, circulation, and utilization of knowledge. Every society is today characterized
by both the accumulation of capital and knowledge. The exercise of knowledge production and accumulation cannot be dissociated from the overall mechanism of planning within any society. Knowledge production and accumulation has often been identified with schooling, though its scope extends far beyond this to include intellectual and social development of the individual and society. Education is considered as an instrument of social policy, in the sense not only of policies for welfare but also as policies intended to deal with the structure of society. Educational policies emphasize that educational aims have to be in accordance with local circumstances and goals such as to secure accessibility, equality, democracy, quality, publicity, transparency and cooperation within the education sector. Education and its institutions are set up to operate under a variety of conditions within national and international settings.

A country’s education system has been seen as a means of bringing about social change. It cannot be considered in isolation from other key public policies such as for labor market and social policies. Moreover, education also concerns closer connections with the health, science, and environmental policy areas. These concerns are closely related. Fundamental to building better links between education and other policy areas is the education sector’s capacity to clearly articulate its objectives, to demonstrate how these are inter-related with wider social and economic developments, and to identify and implement cost-effective policies and programmes.

Definitions
There exits a wide range of variation among scholars on the nature and scope of education policy. However, an education policy may be defined as:

i) A process through which any society handles an educational problem. It includes a society’s expressed intentions and official enactments as well as its consistent patterns of activity and inactivity in the area of education.

ii) The process by which governments (society) translate their educational vision into programmes and activities to deliver outcomes i.e. desired changes in the real world.

iii) An explicit or implicit single decision or group of decisions that may set out directives for guiding future decisions, initiate or retard action, or guide implementation of previous decisions.

Policy, therefore, is a course of action rather than the everyday decisions or actions, perceived by analysts. Understanding the general idea of governmental policy practices designed to encourage expected social behavior is more important in getting on with the task of identifying processes involved and the emerging policies. Policy-making is concerned with educational decisions in the area of conflict resolution and/or resource allocation. It would involve establishing the educational system, selection of leadership, laying out the course of action and defining how to administer educational affairs.

Educational Policy will therefore deal with the expected outcome of the organization, or government. It is intended to affect the ‘real’ world, by guiding the decisions that are made. Whether they are formally written or not, most organizations have well identified policies.

Political Dimensions
Government decisions with regard to education is bound to be influenced by the ideology of the party in power and their promises made the manifesto and the election campaign. Even though manifestoes as well as promises made during election process have very little bearing on the government decisions but in some countries the manifesto has much more significance and is the guiding force of the governments.
In India most of the political parties have been promising raising the budget allocation for education to 6 per cent but no party after coming to power fulfilled this promise. The 11th Plan for the first time has provided adequate funds for education. If money is not available for constructing school buildings, paying salary to teachers and other facilities then some or the other sector will have to be given priority at the cost of other sectors.

Ever since Independence higher education (HE) has been given priority over other sectors. It needs to be discussed why, of the four sectors, Primary, Secondary and Higher Secondary, and Research the government decided to spend the maximum on the Higher Education sector. Initially primary sector had got some attention but soon the focus shifted to secondary and then to higher education. It may be argued that if children do not go to primary school their chances of going to secondary and HE is ruled out. It has been argued since Independence by academics and intellectuals that the government should put utmost effort to provide every child decent facility at reasonable distance for pursuing primary education. But we do not find any commendable policy or programme of the government till the early 1990’s.

Check Your Progress 1
1) What do we mean by an education policy?
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2) Identify any three conditions that may lead to a change in education policy.
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6.4 POLICY MAKING

Policy making involves certain basic steps laid down with an objective of meeting certain needs of the society. It involves recognizing and defining a problem, securing government attention to consider it together with the institutions concerned, effecting policy choices and finally assessing its impact on the society.

Social problem → government action → impact on society

Recognizing and defining a problem is a crucial stage in the policy making process. A section of the society needs to recognize a situation as not favourable for its welfare. A situation could be existing in the society, but unless the society is aware of it, sees it as ‘wrong’ and is ready to change it, we cannot say that it pre-empts government policy. It is only when a situation is considered as a challenge by the society, can it be placed forward as an agenda for action and change. Another feature of policy making is that the problem has to come to the notice of the government. A problem affecting the society may be subverted by a government action/decision. Each educational institution picks and chooses specific problems for government consideration. It is the duty of those affected by policy to bring it to the notice of the government. Implementation process involves refining the general nature of policy
6.5 POLICY LEVELS

In a globalised world, policy initiatives have diverse origins and impact on various levels such as global/international, national, regional and institutional. As the name suggests global policies affect different regions of the world in different ways i.e. policies emanating from international organizations influence international business but they also influence national legislations, institutions and staff of each country. It is however, the national policies that have the most direct impact on educational matters while it is the institution’s policies that affect the working of an institution.

6.5.1 Global Policies

Let us begin by taking the example of the recent developments in Information and Communication Technologies (ICT). ICT has influenced policies at the global/international level. The wide use of technologies can lead to shift in education provision i.e. providing education to a larger number of learners spread over a wider region even across national boundaries. Providing education on-line and through radio and television sets can and in fact already posing a challenge to national policies. The need to harness technologies into education has caused a major shift in other sectors such as economics. It has fuelled hopes for mass higher continuing education and training systems. Mass education tends to reduce public costs as it charges fees on working students (i.e. in-service teachers) and by generating economies of scale through the use of shared learning material. A good teacher, for example, can reach his/her lecture to all parts of the country at the same time using the radio / TV as media. Such an arrangement tend to be of higher quality, and more related to the needs of the society. Policies developed to secure accessibility, equality, democracy, quality, publicity, transparency and cooperation within the education system must be seen as important guidelines for the provision of education. These regulations are essential and not to be removed for the sake of globalizing education. At the global level therefore, policymaking should aim at utilization of existing and new technological possibilities such as print, radio, TV and the Internet. The issues in this case and may be in all decision making can be to:

- Reduce the cost of education,
- Increase access to education,
- Improve the quality of education and training,
- Making available all options for education

6.5.2 Policies at the International Level

The nature and effects of globalization has both direct and indirect consequences on national and institutional policies. There are international policies aimed at education and the use of new technologies, which are being promoted by world bodies such as World Bank, UNESCO, and SAARC. Such institutional bodies provide authority, incentives and resources that persuade countries and organization to adopt international resolutions. For example, the World Bank has supported various developing countries attempting to reform their education system through the provision of infrastructure. Equally, there are international agencies and professional associations specifically concerned with promotion and supporting various educational policies.
6.5.3 Policies at National Level

The constitution of the country concerned and the government policies have a direct relationship with the education sector. Government policy can for example, encourage learners to study through distance education by putting both the conventional and the distance modes as equal. Government legislation and policy decisions also tend to initiate national development as in India where IGNOU has been assigned the roles of offering distance mode courses besides monitoring and augmenting the quality of distance education in the country. A country’s political and legal system also determine the scope of education policy. For example, it could be enshrined in the constitution (Acts, Regulations, Statutes, Charters and Policy Proclamations.) Policy at the national level would deal with corporations, businesses, non-government organizations, charities and foundations. Such institutions would be required to initiate and create educational institutions within the framework of national laws and regulations. At the national level, a policy defines the requirements for various operations, such as whether conventional or distance education, status, institutions and programmes allowed financing and staffing, how it will be monitored and how quality aspect would be taken care of.

6.5.4 Policies at the Institutional Level

Policies and national legislations have direct effect upon the activities of institutions. Educational institutions, however, have a degree of autonomy and self-determination as to what policies to adopt regarding mode of learning and the way to operate within this mode. Institutions have detailed policies and regulations for admission range of courses, use of media, qualifications, staff, etc. Conventional universities may be faced with the choice to impart a part of its programmes through distance education and a national policy may encourage them to do so. This would then require the conventional institutions to develop their own policies for the introduction and operation of distances and consider modifications to existing policies. In the life of an educational institution, hundreds of decisions are made each day. The jurisdiction of institutions is bound by employee contracts, Board of Education policies, and national, state and local laws. These factors place restrictions on the decision-making authority of staff and parent groups.

Check Your Progress 2

3) Mention the levels of policy making?

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4) Mention the effect of any international policy on your institution.

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As is evident from the discussion in Unit 5, the national goal of Universal Elementary Education has still not been reached. Guarantee of Education for All remains an objective with the target date being pushed forward after every review and in every successive five year plan of the country. The right to free and compulsory education has not been accorded the required priority especially during the first four decades of planned development of the country. And as the current position reflects, the current goals of SSA also require a very strong financial commitment on part of the central, state and local governments. It requires a strong political will at the level of the implementing states to initiate the necessary actions for improving the planning and management machinery and systems.

Dynamics of Educational Reform and Policy: As we noticed in the first section, there is no dearth of Constitutional provisions and laws and state legislations to make education free and compulsory. There is no doubt, however, that these obligations have been violated. ‘There has been a chronic dereliction of duty on part of the State’ as observed by VR Krishna Iyer, Former Chief Justice of India. We also noticed the inclusion of 73rd, 74th, 83rd and 86th Constitutional Amendments and a further need for central legislation. The questions that need to be asked now are: What are these amendments and how do they affect the implementation of the right to education? Why in the first place was the need felt to shift the Constitutional right from Part IV (Directive Principle) of the Constitution to Part III (Fundamental Right)? Why the passing of 93rd Amendment Bill was required that led to the 86th Amendment to the Constitution? Why is there a further need for central legislation? What further tasks lie ahead to actually translate them into practice and achieve the desired goals of universal elementary education?

The Context of Concurrency: In order to answer the above questions, we need to examine the dynamics of educational reform and policy; i.e. the relationship between the economy and the State, the federal-state relations in education, and the related topic of policy formulation in Indian states in the national context; in essence, the dynamics of policy formulation and implementation in the context of concurrency in education. This is examined briefly in this concluding section in the context of the right to education, particularly, the right to free and compulsory elementary education in India.

Recent Developments: Most of the earlier State Acts in force for compulsory education were drafted in the 1960s and were applicable to that period. As we have seen in the foregoing sections, there have been many developments since then including amendments to the Constitution. Recent debates of the past decade, including international treaties and forums, and the emergence of the civil society in India, also led to many changes in the system in which these acts were to be implemented. International interest in funding primary education was getting clearly evident. National and international pressures led to many educational reforms in the country as the ‘State’ had failed to realize its targeted goals of universal elementary education. It was no coincidence that the Plan of Action (1992) was formulated at the time when pressures on account of Jomtien Conference were high and India became a signatory to the UN’s Convention on the Rights of the Child of 1989 accepting among others, the clause of ‘compulsory’ primary education. The POA and the Revised National Policy on Education (1992) talked of creating enabling conditions for decentralised planning and management for achieving the goals of UEE. As a consequence, further reforms were initiated for implementing it in a serious manner.

Decentralisation and Compulsory Education Act: The 73rd and 74th amendments to the Constitution made soon after the POA and the revision to the NPE (1992),
provided for decentralization of power and responsibility to a third tier of Panchayati Raj to ensure effective implementation of plans at local levels. But the devolution of power from the state to the local authorities was much slower than expected with the effect that the reforms at the state level suffered. Moreover, the ‘Compulsory Acts’ of states by themselves did not make education compulsory; they could only ‘enable the local authorities to do so.’ The Acts also did not cover the entire states but could apply only to a ‘local area’ for which schemes had to be prepared and approved. As the powers existed with the respective states, there were also the fears that the entire responsibility could be transferred to the local authorities without creating the enabling conditions. Also, there were half the states that had not passed any such compulsory education laws. Despite the fact that education became a concurrent subject in 1976, it was only state legislations that existed. Statutory powers were needed by the Centre to play its role effectively.

Central Enforcement Required: Thus while discussions were on in 1997 for the passing of 83rd Amendment Bill, the Departmental Parliamentary Standing Committee returned the Bill for redrafting and for accommodating some of its recommendations as “it was not in the favour of leaving much to the states.” “There existed no central legislation to give effect to the state laws”, it felt, and recommended the framing of one. Thus while revised Bill in the form of 93rd Amendment Bill was passed in both the Houses of the Parliament and the 86th Amendment to the Constitution notified in 2002, making education a ‘fundamental right’, there still remained the question of a central legislation to make it fully justiciable. As education is a concurrent subject, it is now possible for the Union Government to pass a central legislation on the subject, which will give it the power to enforce the right in its real sense. The Act now extends this right to the early childhood education age-group as well and has provided for introduction of a new fundamental duty for parents or guardians for the education of their children.

Political Mileage: There is another reason why the right to education needs to move to part III of the Constitution. The experience of governance in India and its states also shows that both fundamental rights and directive principles have been used as political tools. The fundamental rights, however, are justiciable, Directive Principles are not so, and while on a number of occasions citizens and courts have intervened to uphold them, there have also been instances where even the courts have failed them. A review of such cases reveals that in case of the Directive Principles, it has been mostly political mileage, which determines which of the principles get addressed through governance. For instance Article 46 has been implemented with a fair amount of seriousness through the policy of reservations for scheduled castes, tribes and other backward castes/classes because it is the most powerful tool for success in India’s electoral politics. But Articles 41 and 45, which deal with social security (right to education & to work); and right to free and compulsory education have been addressed only marginally. The 86th Amendment to the Constitution and the possibility of a central legislation have raised many hopes though they also provide a pointer to the many tasks that need to be accomplished for successful implementation of the right.

Positive Signals: On the positive side, apart from the 86th Amendment to the Constitution, a central legislation would demonstrate the necessary political will to achieve universal elementary education and literacy and send the right signals to the international community and donors. In addition, it would provide an opportunity to bring about effective devolution and decentralisation of authority in the wake of 73rd and 74th Amendment Acts, and to commit the required financial resources at various levels of implementation. It would also have a positive impact on the eradication of child labour. The expected legislation would also provide for specific obligations of the child, the parents, local bodies and the state governments, which if norms are established, could be enforced by community pressures rather than bureaucratic control and penalty.
Challenges: On the side of the challenges, there is need for the states and the centre to not only increase public expenditure on education for providing additional schools, teachers and other necessary infrastructure and processes for improving the quality of elementary education, but also to introduce measures to mitigate the costs of school attendance (costs other than tuition fee, including the opportunity costs of educating children) which could be perceived as high by many parents. The desirability of enacting a law cannot be without its challenges. There are many more tasks that need to be carried out by the respective states and the centre that will need to be planned simultaneously while the legislation is framed. Some of these include the following:

What kind of enforcement machinery be installed by states so that coercion is not resorted to but state recognizes its obligations to provide facilitative environment? This will involve installing efficient monitoring systems.

If a school of ‘satisfactory quality’ is to be provided, how is it going to be defined? This needs to be defined in no unambiguous terms.

How will classroom learning be assessed to ensure successful completion of elementary education? As such, there are no public examinations in many of the states until the 10th standard Board exams. While there are many attempts to change textbooks and adopt activity based and child centred pedagogic practices, reforms related to evaluation of pupils’ learning are still at a very preliminary stage. There would be a need for installing a dynamic and responsive curriculum. This has many implications.

What would be the obligation of private schools? How will the private sector be regulated? This is a completely untouched area.

How would the obligation and duty of parents be defined? When would coercion, if at all, be necessary in order to prevent misuse of power by the authorities?

These are some of the questions, which will need to be necessarily answered and translated in terms of concrete action plans, if the Indian State is serious about implementing the right to free and compulsory elementary education. Many more would be added to the list when seen in the context of education (including other levels) as a fundamental right.

6.7 EDUCATION POLICY IN INDIA

India has a long tradition of education starting from the GURUKUL system in ancient India when education was considered a matter of personal concern. Ancient education was aimed at the training of the mind and acquisition of knowledge. Three basic processes involved in the education system were Sravana, Manana and Nidhyasana. ‘Sravana’ was concerned with ‘shrutis’ knowledge passed orally from one generation to the other. In the second stage ‘Manana’, learners were expected to think about what they had learnt, making their own inferences and assimilating the lesson taught. The ‘Sravana’ stage allowed the learners to comprehend the truth and its relevance to the society. Education was mostly for Brahmins and Kshatriyas, including women, while other castes were expected to learn family trade from parents. Education amongst Hindu families served the needs of Brahmin families. However during the Mogul period, education, like that of the Hindus, favored the rich rather than being based on equality of educational opportunities. Little emphasis was placed on the development and prioritization of scientific education and research. The various education commissions have therefore emphasized the need to eradicate the backlog of illiteracy and provide adult education to all.
It was the *Lakshmana Swamy Mudaliar Commission* of 1953 which made the school a centre for teaching-learning cum activity centre. On the basis of Mudaliar Commission report, the aim of Secondary Education shifted to producing ideal democratic citizens by emphasizing the all round development of the learners. Later in 1966, the Kothari Commission or the National Education Commission which was appointed in 1964 felt the need for a uniform educational structure in India. The Kothari commission gave priority to vocational, technical, engineering, agricultural and science education. A major shift in India’s education policy was in 1986 when the New Education Policy (NEP) and its later modification into the Programme of Action (1992) targeted all children up to 14 years with quality educational provision before the start of the 21 Century.

### 6.7.1 New Education Policy - 1986

Independence India gave much importance to elementary education which saw the enrolment in elementary schools increasing from 42.6 per cent in 1951 to 94.9 per cent in 1999. Greater emphasis was also placed on secondary education, higher education and universities.

A major shift in education occurred in 1986 when Rajiv Gandhi, the then Prime Minister of India, announced a new education policy referred to as the National Policy on Education (NPE), which was intended to prepare India for the challenges of 21st century. The NEP emphasized the need for change stating that ‘Education in India stands at the crossroads today. Neither normal linear expansion nor the existing pace and nature of improvement can meet the needs of the situation.

An assessment of the 1968 policy showed that the earlier goals had largely been achieved in that a larger part of the country’s rural population was within a kilometer of schooling facilities, most states had adopted the 10+2+3 education structure, and science and mathematics had also been effective prioritized. However, financial and organizational support for the education system was lacking and was creating problems of in-access and inequality in the education system. Equally important was the need to address the problems such as:

- Erosion of political and social life
- The goals of secularism, socialism, democracy and professional ethics were under increasing strain

The NEP was therefore intended to raise education standards and increase access to education. It was equally expected to safeguard the values of secularism, socialism and equality that had been promoted as ideals since Independence. Both state and central government were to seek financial support from the private sector to complement government funds. The central government was to enforce ‘the national and integrative character of education by to maintain quality and standards’.

Under the NEP, the state government determined the curriculum of study while the central government committed itself to financing a portion of development expenditure.

The main thrust of NEP, 1986 was the promotion of privatization and the continued emphasis on secularism and science. It further identified equality of education in India as increasingly being a problem, and developed several initiatives to correct the imbalance such as:

- **Operation Blackboard (1987–8)** that aimed at improving the human and physical resources available in primary schools.
- **Restructuring and Reorganization of Teacher Education (1987)** which created a resource for the continuous upgrading of teachers’ knowledge and competence.
Minimum Levels of Learning, 1991 that laid down levels of achievement at various stages and gave emphasis to revised textbooks.

National Programme or Nutritional Support to Primary Education (1995) provided cooked meal every day for children in classes 1–5 of all government, government-aided and local body schools.

District Primary Education Programme (DPEP)(1993) that emphasized on decentralized planning and management, improved teaching and learning materials, and school effectiveness.

Movement to Educate All (2000) aimed to achieve universal primary education by 2010 through micro planning and school-mapping exercises.

Fundamental Right (2001) as provided for in the Indian Constitution, involved the provision of free and compulsory education as a basic right for children aged between 6 and 14 years.

The NEP also targeted the marginalized groups such as disabled children, and provided special incentives targeting the parents within scheduled castes and scheduled.

The NEP was re-examined in 1992, when some targets were recast and some re-formulations were undertaken in relation to adult and elementary education. The 1992 re-examination of NEP laid emphasis was on the expansion of secondary education, while the focus on education for minorities and women continued to be a priority. It equally gave importance to the development of non-formal education through a centrally sponsored scheme to educate school dropouts, working children and children from areas without schools.

Check Your Progress 3

5) Mention the major policy initiatives contained in NEP?

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6.8 LET’S SUM UP

The social and educational progress in India after 1947 has been characterized by tremendous social change. A good example is the caste hierarchy that is being eliminated to pave the way for social mobility. At present nearly all countries are facing fundamental reforms in the field of Educational policy, particularly towards:

• A more relevant system of education that is responsive to the national needs and

• Introduction of a new, more flexible system that is more inclusive.

We have also noted that educational reforms also assume revision of the educational content according to worldwide developments. Policy at the international level, which happens irrespective of the will of states and individuals, has rather increased the sphere of interstate, intercultural relations. A person appears in new surroundings more frequently, which demands such social skills as communication, collaboration, and getting his/her bearings in new situations. We have also observed that the existing social-economic difficulties, poverty, unemployment, polarization of the society, and
the high rate of migration have created an atmosphere of tension and intolerance within society, which no doubt has its negative impact also on school life. We need to acknowledge that though India is in danger of not reaching its educational goal is not the same thing as accepting it as a foregone conclusion. India should take education policies on several fronts, which, taken together, could help achieve the 2015 education goal and thereby unlock the substantial, undiscovered development potential of much of India's population. For this to occur, however, India's policymakers at both the national and regional level need to focus on how to ensure that poor and disadvantaged people and those from remote regions complete good education, and to amplify the relevance and quality of university and technical education. The cost of this improved delivery of education must be affordable for both government and households. Educational policy requires great political will and the allocation of scarce public finances is required for its implementation. But as the experience of other countries shows us, difficult does not mean impossible. Examples of how other countries have grasped the challenge of education for their population shows that with the requisite mobilization of political will and economic support, countries could undertake transformation of their social and economic fortunes.