



### **Views on New Education Policy framework-2016 with regard to Curriculum Renewal, Examination Reforms and Governance Reforms in Higher Education**

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#### **Abstract**

This paper provides views on the inputs of draft-New Indian Education Policy framework-2016 with regard to Curriculum Renewal, Examination Reforms and Governance Reforms in Higher Education. Discuss about the idea of Part A and Part B examination which should be given up. Suggests the Universities to be provided with a live monitoring system through satellite or internet over all of its colleges to get good results, to execute quality administration and minimise irregularities such a monitoring system is need of the hour.

#### **Introduction**

There is a need to renew curricula at all levels of education with special emphasis on the emerging learning areas. Though there is updating of curriculum by 2013 and in every five years by the state governments within the exiting policy boundaries, many untouched areas area are to be open for education. The examination system also need to be upgraded to judge the learning outcomes.

In this regard, the new policy framework has pointed out that “For science, mathematics and English subjects, a common National curriculum will be designed. For other subjects, such as Social sciences, a part of the curricula will be common across the country and the rest will be at the discretion of the states”. This is need of the hour and should be implemented in a war foot.

Another important modification proposed is regarding the examination policy at class X level. The proposed policy is “High failure rate in class-X examination is attributed to a large extent to poor performance in three subjects: Mathematics, Science and English. In order to reduce the failure rates, class X examination in Mathematics, Science and English will be at two levels: Part-A at a higher level and Part-B at a lower level. Students who intend to join courses/ programmes for which



Science, Mathematics or English is not a prerequisite or wish to shift to vocational stream after class-X will be able to opt for Part-B level examination.

### Views on this draft recommendation

This policy needs to be taken seriously as this will lead to a major impact among the future generation. The prevailing system of Curriculum and examination at standard X should not be liquidated. This kind of Part A and Part B will create an illiterate society in the areas of Science and Mathematics and English. Within this policy itself, this matter has been dealt with contradictory decision.

While speaking about medium of instruction, it is stated as “Knowledge of English plays an important role in the national and international mobility of students and provides an access to global knowledge. Hence, it is important to make children proficient in reading and writing English. Therefore, if the medium of instruction up to primary level is the mother tongue or local or regional language, the second language will be English and the choice of the third language (at the upper primary and secondary levels) will be with the individual states and local authorities, in keeping with the Constitutional provisions”.

While the policy makers themselves have felt the importance of English, that should not be given up at least up to the stage of class X. Further if a student is given an option to choose the level B (that is with lesser importance for Science, Mathematics and English), from the beginning itself they will start avoiding those subjects. The group which emerged without proficiency in these subjects also may not be able to compete with the global community.

We are unable to judge the reason, why the policy makers, prepare two levels of curriculum, while the major objective of the new policy should be to enhance the quality of education uniformly by covering all sorts of people. At the secondary level, all students should be given a uniform compulsory education with uniform content. Hence, the idea of Part A and Part B examination should be given up.

### Need for IX and X, XI and XII standard merger

Another point taken for discussion is, regarding the centralised examinations by the state and central boards for class X and class XII. Here, the policy makers have not proposed any change. But, every one is witnessing a peculiar emphasis given for Class X and Class XII and hence, the class IX



and XI are not at all considered as a stage. Most of private schools, are not at all teaching the class IX and XI subjects instead they teach Class X and Class XII subjects for two years to make students achieve more marks. This kind of practice is prevailing in the government schools too but with silence. The parents also insist the schools to handle classes for X and XII only. But, the education system has not considered as a major issue, as they the students are missing the class IX and Class XI syllabus, they are forced learn the class X and X contents without proper understanding.

To overcome this issue, a major reform in the examination system is required. The class X and Class XII examinations should be split into two and Class IX and Class X should be conducted by the boards and the marks of both the examinations should be taken for Secondary level certificate. In the same manner, Class XI and XII examinations should be conducted by the boards and both should represent the Higher Secondary level certification.

### **Insertion of Sanskrit**

One of the major, and problematic policy initiative spelled in this Curriculum framework is insertion of Sanskrit. It has been said as “Keeping in view special importance of Sanskrit to the growth and development of Indian languages and its unique contribution to the cultural unity of the country, facilities for teaching Sanskrit at the school and university stages will be offered on a more liberal scale”.

The above insertion gave the people a negative attitude towards the whole policy itself. This provoked opposition in the whole country. The positive initiatives also got diminished because of this issue. If the government really wants to do something good for education, they should concentrate on all other vital issues and should not make unrests by way of insertion of Sanskrit. If the government feels, insertion of Sanskrit as a major policy initiative, then the total attempt will get a setback

Hence, these reforms should be implemented in the new education policy with more cautions about the harmony of the society.

### **Governance Reforms in Higher Education**

The policy statements inform that “The State will endeavour to implement the recommendations of earlier policies of 1968 and 1986/92 for the creation of an Indian Education Service (IES), which is reiterated herein too. The IES will be an all India service with HRD as the



cadre controlling authority. Till the IES comes into existence, an interim step of a one-time special recruitment by UPSC from among the existing academic and administrative positions in the education sector in various states will be made in concurrence with the states.”

### Views on this reform

There are some concerns prevailing among the educationists, they are, if such IES came into force, the experiences of senior faculties may be neglected. While dealing with Education, more caution should be kept and can not be treated as other administrative positions. Education is the major tool of culture and existence of harmony among the future generation, hence, pressure should not be exercised by any single power sector over education.

Further, while conducting such IES examinations, the serving faculties of School and Higher education only should have the eligibility to enter into the service. Without experience in handling students and in working with the Teaching faculties one should not be given chance to administer the whole education system.

The next one in this Governance Reforms in Higher Education is “The Government recognises and will encourage the positive role played by students' unions in furthering the interests of democracy and strengthening the democratic systems, governance and processes as well as debates, discussions and pluralism of thoughts. However, it has been observed that most of the disruptive activities and disharmony in a campus are led by outsiders and students who remain enrolled for many more years than what is mandated in the course of study they have enrolled in. A study will be conducted to prevent outsiders and those who have ceased to be students from playing an active role in students' politics and disrupting the academic activities as well as to prevent them from staying in hostels and misuse facilities of the institute”.

At higher Education level, this is one of the regular issues which are to be handled with good governance and this has to be handled by the institutional administration itself. Further, the financial support for the students may be restricted with only one degree at each level, ie at UG, PG and research degrees. As felt by the policy makers, there are students continuously doing different degrees and enjoying the financial assistance. Indeed this kind of assistance goes in vein.

The policy decision with regard to affiliation of colleges to the Universities says that “The existing affiliating system will continue but with a maximum limit of 100 on the number of affiliating



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ISSN: 2455-443X

Vol. 1, Issue-IV  
Sep. 2016

Impact Factor : 4.012 (IIJIF)

colleges. Universities having more than 100 affiliated colleges under its ambit will be accordingly restructured:.

This is needed for Engineering and Education Colleges as of now. There are more than 700 colleges attached to a particular University. Indeed this kind of accumulation leads to black the developments and variety and innovations in curriculum and in execution. This, accumulation leads to all kind of major irregularities and unethical issues.

The Universities should provided with a live monitoring system through satellite or internet over all of its colleges. This can not be opposed by way of violation of freedom. To get good results, to execute quality administration and minimise irregularities such a monitoring system is need f the hour.

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