

DIMENSIONS OF INDIAN EDUCATION

Unit Structure :

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Environmental Education; Meaning, Need, Significance and Challenge
- 1.3 Peace Education: Meaning, Need, Significance and Challenge
- 1.4 Value Education: Meaning, Need, Significance and Challenge
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1.0 OBJECTIVES

After reading this unit, you will be able to:

- Acquire knowledge about meaning of Environmental Education; Meaning, Need, Significance and Challenge.
- Analyze the need and significance of environmental education
- Understand the challenges faced in the field of Environmental Development
- Remember meaning and need of peace education
- Understand significance and challenges of Peace Education
- Explains the meaning and significance of Value education
- Understands significance and challenges of Value Education
- Describe the meaning of Human Right Education
- Remember need and importance for Human Rights.

1.1 INTRODUCTION

The Indian education system is one of the largest in the world, with over 1.5 million schools and more than 37,000 higher education institutions.

The system is overseen by the Ministry of Education and consists of formal, non-formal, and informal education

Through the process of environmental education, people can learn about environmental problems, solve them, and take steps to protect the environment. People have a deeper grasp of environmental issues as a result, and they are more equipped to make wise choices. The term "environmental education" (EE) refers to systematic initiatives to impart knowledge about how natural environments work, and in particular, how people may control their behaviour and ecosystems in order to live sustainably. It is a multidisciplinary field that incorporates topics from arithmetic, geography, ecology, earth science, chemistry, physics, and atmospheric science.

You already know that environmental education is a process that helps people become more aware of, concerned about, and knowledgeable about the environment as well as learn how to use this knowledge to sustainably protect, conserve, and use the environment for the benefit of both current and future generations.

UNESCO states that education is "the means for disseminating knowledge and developing skills for bringing about desired changes in behaviours, values, and life styles" in regards to the role it plays in resolving environmental issues.

Meaning:

How can we better comprehend the environment in terms of its numerous components and how we interact with it? The definitions of environment that are most frequently used are listed below.

“Environment includes a complex of natural, built and social components in the life of the humanity and that the social components constitute a set of cultural, moral, personal values and interventions”. (Tbilisi Conference, 1977).

“Environment includes water, air and land and the interrelationship which exists among and between water, air and land and human beings, other living creatures, plants, micro-organisms and property”. (The Environment Protection Act, 1986, Govt. of India).

“Environment is not only the sum of all the material things that constantly interact with each other and which make up the mosaic of the country side landscape. It is much more than this. It also includes the economic structures and the outlook and habits of people in different parts of the world”. (UNESCO,1990)

When these definitions are carefully examined, it becomes clear that environment includes both natural and social components. If you were to compare the definitions, you would see that they are quite inclusive and cover not only the physical or biological features of the environment but also its sociocultural components. Human-made objects that are

byproducts of civilization, technological advancement, and progress are included in the socio-cultural components of the environment.

The social, cultural, economic, political, and religious facets of the environment are explicitly referred to as the socio-cultural environment. All of these factors constantly affect how living and non-living organisms interact.

Need of Environmental Education:

Given the expanding scope, intensity, and most importantly, the need of environmental education should be included in official educational settings, according to educationists from all around the world. Environmental education is seen as a sort of sound educational practise that harmonies society's daily existence. Only if all societal members—students, teachers, scientists, experts, technologists, administrators, and legislators, among others—participate in the challenging process of resolving environmental issues can this become a reality. Only a society that is conscious of its obligations and is environmentally aware will be able to do this.

The younger generation's environmental education is significantly influenced by schools. Environmental education shouldn't be viewed as an extra subject in the school curriculum because it is a long-term investment in building a sustainable society. Instead, it ought to be seen as a fundamental educational reform meant to foster a society that is environmentally aware. Therefore, the goal of environmental education is to (1) cultivate in pupils healthy attitudes, values, and practices in addition to (1) disseminating environmental knowledge. (2) doing initiatives that will help to raise environmental standards. (3) encouraging the adoption of environmentally conscious lifestyles and the promotion of a conservation ethic. (4) fostering a desire for greater participation in environmental activities with a community focus.

Education in, about, and for the environment is known as environmental education. As a result, it has a very broad scope. It starts with using the environment as a teaching tool for activities that may be made to preserve our natural resources and maintain its health for this generation as well as upcoming ones. Thus, it has connections to a wide range of ideas, concerns, and principles relating to the preservation and protection of the environment and all systems that support life, including the air, water, soil, and others. Environmental education will not only help us see the damage we have been doing to the environment, but it will also help us come up with solutions to stop it from getting worse.

Children can be introduced to the beautiful natural world through environmental education's many approaches, such as field excursions, hiking trails, and other activities.

In order to foster a feeling of responsibility and international cooperation, environmental education raises knowledge of the modern world's economic, social, political, and ecological interdependence. Such

knowledge is a requirement for addressing significant environmental issues.

Because of this, kids are not the only ones who can benefit from environmental education. It includes every societal segment. As a result, it should be directed at all community members in ways that take into account their needs, interests, and motivations as well as those of their various age groups and socioeconomic classes. Environmental education should also take into account various socioeconomic and cultural contexts, as well as the living circumstances of members of various societal communities.

The following are the environmental education significance:

1. The greatest provider, promoter, and protector of man is nature. His safety and survival will be improved the more he comprehends and values nature's features and workings.
2. Man is a creature of nature, subject to its fundamental laws. He invites danger by pushing over his boundaries and disobeying natural rules and tendencies more and more.
3. The main source of resources for humans is nature. While he can use them to suit his wants and for other purposes, he must guard against causing them more harm than good.
4. Harmony and balance are produced by the coordinated action of the systems and parts of nature. Man ought to be aware of this and realise that they are not gravely bothered.
5. The natural world has its own energy systems and sources. The more man discovers, comprehends, and makes use of things, the richer his environment and his existence will be.
6. Due to his superior abilities, man is the most active creator of artificial objects and systems in his surroundings, as well as the greatest consumer of natural resources.

The homeostasis and wellbeing of the environment may be harmed by this.

7. Production and usage of nuclear energy, unplanned dam development, and unchecked deforestation all seriously jeopardise the harmony and cycle of nature.
8. Pollutants are produced as a result of rapid population growth, crowded metropolitan areas, ever-expanding industrialisation, increased use of chemicals in agriculture, unchecked production of industrial effluents and biological waste, and other factors.

Since many environmental problems require understanding of social science and scientific disciplines, environmental education encourages the application of interdisciplinary and multidisciplinary knowledge. Students'

learning would become more purposeful, narrowly focused, and exciting because environment serves as a basis for studying these subjects. Additionally, it encourages teamwork and group dynamics, both of which are important for resolving problems in the future. The inclusion of value education in environmental education is another benefit. It allows pupils the chance to question their own beliefs and behaviours, come up with original concepts, form judgements on what is good and bad for the environment, assess their options, and choose environmentally friendly ones.

Check your progress: 1

Note: a) Write down the answers in the space given below.

- 1) Explain the meaning of Environmental Education
- 2) Describe any four significance of Environmental Education

1.3 PEACE EDUCATION: MEANING, NEED, SIGNIFICANCE AND CHALLENGE

The secret to developing a person's inner self is education. It is bringing people closer together and unifying the nations. We now live in the digital era, and civil society suffers as a result of violent conflicts and war in many parts of the world. It is necessary to instill in people the importance of education in fostering a culture of peace and to acknowledge its importance. The foundation of modern-day fundamental human rights is a culture of peace and nonviolence.

Promoting peace is the ultimate type of educational objective, and it is a fundamental value that each person should appreciate. Peace is fostered inside the family and is first taught by the father and mother to their children. The harmony fostered at home was further strengthened at school.

Peace is a broad notion having both practical and spiritual implications. It may suggest a condition of inner peace or the resolution of a dispute. "Peace is what you want it to be (or what you think it is)." In the past, peace has been seen as both the absence of conflict or violence and, on the other hand, the presence of social and mental states like harmony, concord, security, and understanding.

There is no universally accepted definition for Peace Education. There is good number of definitions available on the basis of different perceptions and approaches. Some of the definitions given by eminent educationists are given below: Webster defines peace "as a state of quiet or tranquility, freedom from disturbance or agitation, calm repose".

According to the definition given above, it is clear that peace cannot exist without factors like tolerance, understanding, empathy, cooperation, and respect for others' differences. Peace education can refer to any method or educational programme that promotes the aforementioned traits in people.

According to Freire (2006) "Peace education is a mechanism for the transformation from a culture of violence to a culture of peace through a process of "conscientisation"

Betty Reardon defines "Peace Education is the attempt to promote the development of an authentic planetary consciousness that will enable us to function as global citizens and to transforms the present human condition by changing the social structures and patterns of thought that have created it"

According to John Dewey "Peace education is grounded in active citizenship, preparing learners for assiduous participation in a democracy, through problem – posing and problem – solving education, and a commitment to transformative action in our societies."

These concepts make it clear that the goal of peace education is to teach people higher order human values. Additionally, "Peace education definitions" show that it aims at people's overall growth and supports instilling eternal principles in their thoughts.

Need of Peace Education:

Peace education is a way that helps in the acquisition of knowledge and experience. It assists in the development of attitudes, abilities, and behaviours that promote interdependence.

This idea was mostly derived from intellectual principles. The qualities of nonviolence, love, loyalty, objectivity, compassion, respect, and devotion to all living things on our earth are fostered via peace education. It is a performance that promotes harmonious interaction amongst people. Men were able to protect values through this type of practice. Some of the important need of Peace Education are as following

- 1. Helpful in Resolving Conflict:** Conflict resolution-based peace education related programs often concentrate on the social and behavioural conflict symptoms, teaching people how to settle interpersonal conflicts through overture tactics and peer-mediation.
- 2. Development of Democratic values:** Peace Education promote peace through education for democracy is linked to potential political unrest among republican citizens who make up the majority of the population. Through harshness or the abolition of conflict, and by suiting each other, it helps to resolve those disputes and conflicts.
- 3. Creating Good citizens:** peace education provide opportunity to students they must have develop the capacity for critical thought, dialogue, open communication and unity, and multiple capacities for tolerance, adjustment, or the righteous objection. By lowering the likelihood of cruelty and aggression, these ideal democratic individuals contribute to world peace. These presumptive essential abilities are required to create a civilization with a peaceful culture.

- 4. Peace Education for developing Human Rights:** A variety of peace education programmes focusing on raising awareness of human rights. Its attention has been directed at the level of the policies that mankind should implement in order to get closer to a peaceful world. The fundamental goal is to instil in participants a desire for a peaceful pattern in which every member of the human species can exercise their personal freedoms and enjoy legal protection from violence, persecution, and degrading treatment.
- 5. Globalization through Peace Education:** The modern idea of peace education takes into account the evolution of human mental characteristics. It is necessary when conflict-inspiring attitudes and certain behavioral patterns are present in the approaching phases of human development, as well as when attitudes that promote unity are elevated in the upcoming stages of prosperous, healthy development. The basic goal of peace education is the holistic, healthy development of human awareness. It ought to be feasible by assisting individuals in self-evaluation.

Significance of Peace Education:

The United Nations has made a number of statements regarding the need of peace education. The first International Day of Peace was observed in 2013 by Ban Ki Moon, the Secretary General of the United Nations. According to him, peace education is an effort to ignite the desire for peace in people's minds and allocate resources to research how to do so. The most recent Director-General of UNESCO, Koichiro Matsuura, described it as having "fundamental importance to the mission of UNESCO and the United Nations." Peace The only way to stop using violence to settle conflicts at home and abroad is via education. People must cooperate to assist young people in learning how to resolve conflicts in an effective and peaceful manner.

1. To stop violent cycles from repeating.
2. To advance peace.
3. To guarantee toleration.
4. To encourage an attitude of understanding in order to contribute to the creation of a more equitable society.
5. To encourage equity and diversity.
6. In order to advance social fairness.

Opportunities for reform and positive change frequently increase both during and after conflicts, as peace education initiatives aid teachers in preparing students to lead the next generation in building a more just society by better understanding and addressing issues that threaten the foundation of the rule of law.

Challenges to Peace Education:

The dynamic Indian society is never homogeneous and has a wide range of religious and cultural practises. People from many cultures and religions are contributing members of the society in which they live. The main goal of the welfare state is to ensure that all members of society may coexist peacefully. To achieve social goals, society develops social institutions including the home, school, media, and religion to instil values like socialisation, social justice, social control, religious tolerance, peaceful cohabitation, nonviolence, and perception-altering awareness in its members. Some other important challenges faced under peace education are as following:

- Challenges to human security outlined in the Millennium Development Goals include those caused by poverty, sickness, and environmental disintegration.
- Dangers from state-to-state conflict
- Major abuses of human rights within states and threats of violence
- Terrorism-related threats
- Dangers posed by organised crime
- Weapons production, etc.

Following are some factors that make it difficult to establish peaceful coexistence: ineffectiveness of social institutions; religionist; fake leadership; fake educational system; political interference; socioeconomic disparities; a lack of cultural assimilation; a lack of socialisation among the young; non-religious activities; a lack of media ethics; and a lack of life skills for young people. The only way to free India from the grip of demons like politicised issues, misguided leaders, power dominance, racial conflicts and riots, religionism, religious intolerance, and social unrest is via education of students and young.

Peace starts with each individual and expands to the family, the neighbourhood, the country, and the entire world. Progress and racial inclusion are primarily dependent on peace. By fostering the information, abilities, attitudes, and values that make up a culture of peace, peace can be fostered or inculcated. Values like love, honesty, fairness, equality, tolerance, harmony, togetherness, and self-control must be lived out in order to achieve peace. Law making or any philosophy are not necessary for achieving peace. Only when we, as people, start to comprehend our psychological processes, does it happen. If we put off taking personal responsibility and wait for some other new system to bring about peace, we will just end up becoming the system's slaves.

A nation should start 'peace education' in its schools if it wants to assist its citizens in coexisting peacefully with people of other religions and cultures. Belief that education may help people adjust personally, change their attitudes to keep up with evolving social conditions, and reshape society. 1978's Elmer H. Johnson. Adjustment, tolerance, fostering

universal and eternal values, education about religions rather than religious education, and creating environments that encourage harmonious living are essential elements for peaceful coexistence that should be fostered among young minds and the youth of India through formal education.

Check Your Progress-2

- 1) Explain some challenges of Peace Education
- 2) Describe any four needs of Peace Education

1.4 VALUE EDUCATION: MEANING, NEED, SIGNIFICANCE AND CHALLENGE

Value education refers to the process of inculcating moral and ethical values in individuals. It is an essential aspect of education that aims to develop a sense of morality, empathy, respect, and responsibility in students.

The need for value education arises due to the increasing concerns about the erosion of values and ethics in society. It is important to impart values to children as they are the future of society and the world. Value education is necessary to build responsible citizens who can contribute positively to society.

The significance of value education lies in its ability to shape the character of individuals. It instills in them a sense of purpose, meaning, and direction in life. It also helps individuals to understand their responsibilities towards themselves, others, and the environment. Value education encourages critical thinking and problem-solving skills that are crucial for personal and professional success.

However, there are also challenges associated with value education. One of the main challenges is the diversity of values and beliefs in society. It can be difficult to create a consensus on which values to impart to students. Another challenge is the lack of trained educators who can effectively impart values to students.

Value education need for several reasons. Here are a few:

Moral development: Value education helps individuals develop a sense of morality, ethics, and integrity. It teaches them about what is right and wrong and guides them in making ethical decisions.

Personal development: Value education also helps individuals develop their personality by cultivating positive values such as empathy, respect, kindness, honesty, and responsibility.

Social development: Value education promotes social cohesion and unity by fostering values such as tolerance, acceptance, and cooperation. It also helps individuals understand and appreciate different cultures and backgrounds.

Professional development: Value education can benefit individuals in their professional lives by teaching them about work ethics, professionalism, and integrity.

Global perspective: Value education encourages individuals to be global citizens by developing a sense of responsibility towards the environment and society at large.

Overall, value education plays a crucial role in shaping individuals into responsible and compassionate human beings who can contribute positively to society.

Value Education's Significance:

Value education is the process through which people are taught the principles they should aspire to in life. It can assist people in forming a solid moral code, a sense of accountability, and a dedication to upholding moral principles. The following are only a few of the main arguments in favour of value education:

Promotes the growth of moral character: Value education is essential for people's moral development. It enables people to distinguish between good and wrong and motivates them to base their judgments on moral and ethical standards. Individuals can then benefit from this by being more morally upright and responsible.

Empathy and compassion are fostered: Value education can assist people in growing their compassion and empathy for others.

Critical thinking is a skill that can be cultivated through value education. Value education can encourage people to be more open-minded and better able to make informed judgements by educating them to think independently and to analyze many view points.

Value education can also aid people in developing their character. Value education can assist people in developing strong character characteristics that will serve them well throughout their lives by teaching them the values that are seen to be important in life, such as honesty, integrity, and hard effort.

Positively impacts general wellbeing; additionally, value education might enhance general wellbeing. Value education can help people have more meaningful and rewarding lives by educating people about the values that are crucial in life.

Challenges in imparting value education:

Value education involves the process of imparting moral, ethical, and social values to individuals. It is a critical aspect of education that helps

individuals become responsible and empathetic citizens. However, there are several challenges in value education, some of which are:

Lack of trained teachers: Teachers play a crucial role in imparting values to students. However, many teachers are not adequately trained in value education. Therefore, they may not be able to effectively convey the importance of values to their students.

Conflicting values: In a diverse society, individuals have different values, beliefs, and cultures. This can create conflicts when trying to impart values to students. It is essential to find a balance between respecting different cultures and beliefs while still conveying universal values that promote ethical and moral behavior.

Lack of emphasis: Many schools and educational institutions focus primarily on academic achievements, which can lead to neglecting the importance of values. Therefore, there needs to be a conscious effort to emphasize the importance of values in the curriculum.

Implementation challenges: Even when there is an emphasis on value education, it can be challenging to implement it effectively. For instance, students may not be receptive to value education, and it may not be easy to measure the impact of value education on students' behavior.

Changing societal values: Society's values and beliefs change over time, and this can make it difficult to teach universal values that stand the test of time. Therefore, it is essential to regularly review and update value education programs to reflect changing societal values.

In conclusion, value education is critical for creating responsible and empathetic citizens. However, there are several challenges that need to be overcome to ensure that value education is effectively imparted to students.

In conclusion, value education is an essential component of education that aims to develop moral and ethical values in individuals. It is necessary to build responsible citizens who can contribute positively to society. While there are challenges associated with value education, it is important to address them and continue to promote the importance of value education

Check your progress: 2

Note: a) Write down the answers in the space given below.

- 1) Explain the significance and need of Value Education
- 2) Explain challenges faced in imparting Value Education

1.5 HUMAN RIGHT EDUCATION: MEANING, NEED, SIGNIFICANCE AND CHALLENGE

Meaning: Human rights education is the process of teaching individuals, groups, and communities about the rights and responsibilities enshrined in international human rights law. The goal of human rights education is to promote understanding, respect, and protection for human rights and to empower individuals to take action to defend them.

Human rights education can take many forms, including formal education in schools and universities, training programs for professionals and activists, public awareness campaigns, and community-based initiatives. It covers a wide range of topics related to human rights, including civil and political rights, economic, social, and cultural rights, and the rights of marginalized and vulnerable groups.

The aim of human rights education is to empower individuals to become active and engaged citizens who are aware of their rights and the rights of others. It also helps to promote social justice, democracy, and the rule of law by fostering a culture of respect for human rights and the dignity of all individuals.

There are several reasons or need of human rights education are:

- **Awareness and knowledge:** Human rights education increases awareness and understanding of human rights and their importance. It helps individuals and communities to understand the significance of protecting human rights, and how to respect and fulfill them.
- **Empowerment:** Human rights education empowers individuals to know their rights and to stand up for themselves and others. This helps to create a culture of accountability and responsibility for the protection of human rights.
- **Prevention of human rights violations:** Human rights education helps to prevent human rights violations by raising awareness of the consequences of such violations and encouraging individuals to speak out against them.
- **Promotion of social justice:** Human rights education promotes social justice by fostering a culture of respect for diversity and equality. This helps to create a society that is more tolerant and inclusive, and where all individuals can live in dignity and with equal opportunities.
- **Strengthening of democracy:** Human rights education strengthens democracy by promoting the values and principles of human rights, such as freedom of speech,
- association, and assembly This helps to create a society that is more participatory and accountable, where citizens are empowered to hold their governments and institutions accountable.

- In summary, human rights education is essential to promote and protect human rights, prevent human rights violations, promote social justice, and strengthen democracy. It is an investment in the future of individuals, communities, and society as a whole.

Human rights education is significant for several reasons:

- **Knowledge and awareness:** Human rights education helps students to understand their rights and the rights of others. It enables them to develop an awareness of the issues related to human rights violations and the importance of preventing them.
- **Empowerment:** Human rights education empowers students to be active citizens who can stand up for themselves and others. It helps them to develop critical thinking skills and a sense of responsibility towards promoting and protecting human rights
- **Social and cultural understanding:** Human rights education helps students to understand and appreciate the diversity of cultures and traditions. It encourages them to respect and embrace differences and fosters a sense of global citizenship.
- **Moral and ethical values:** Human rights education promotes moral and ethical values such as respect, dignity, and empathy. It enables students to understand the consequences of their actions and the importance of treating others with kindness and compassion.
- **Preparation for the future:** Human rights education equips students with the necessary skills and knowledge to become responsible and active citizens. It prepares them to tackle the challenges of the future by fostering critical thinking, problem-solving, and decision-making skills.
- In summary, human rights education is important for students as it helps to develop their knowledge, awareness, and understanding of human rights issues. It also empowers them to become responsible and active citizens who can promote and protect human rights, respect diversity, and embrace global citizenship.

There are several Challenges in providing human rights education. Here are some of them:

- **Lack of resources:** Many educational institutions, particularly those in low-income areas, may not have the necessary resources to provide comprehensive human rights education. This can include textbooks, teaching materials, and trained teachers.
- **Cultural barriers:** Some cultures may not place a strong emphasis on human rights education or may have different beliefs about what constitutes a human right. This can make it challenging to provide education that is culturally sensitive and relevant.

- **Political resistance:** In some countries, there may be political resistance to providing human rights education. Governments may view such education as a threat to their authority or as a tool for opposition groups.
- **Lack of awareness:** Many people may not be aware of their human rights or the importance of human rights education. This can make it difficult to create demand for such education.
- **Limited access:** Even when human rights education is available, not everyone may have access to it. This can be due to factors such as geographic location, economic status, or discrimination.
- **Resistance to change:** Some individuals or groups may resist human rights education because it challenges their beliefs or values. This can make it difficult to create meaningful change in attitudes and behavior.

Overall, providing effective human rights education requires overcoming these and other obstacles, and ensuring that education is accessible, relevant, and engaging for all learners.

Check your progress 4:

Note: a) Write down the answers in the space given below.

1. Explain meaning of Human right education
1. Describe any four challenges faced in imparting of Human right education.

1.6 SUMMARY

Overall, the Indian education system is evolving and adapting to meet the needs of the changing world, but there is still room for improvement to ensure that every child has access to quality education. Education is highly important in India, as it is seen as the key to personal and national progress. Here are some reasons why education is important in India:

Empowerment: Education empowers individuals with knowledge, skills, and confidence, enabling them to make informed decisions, pursue their dreams, and contribute to society.

Social and Economic Mobility: Education provides a path to social and economic mobility, helping individuals and families to break the cycle of poverty and improve their standard of living.

Human Development: Education is a fundamental aspect of human development, enabling individuals to realize their full potential and lead fulfilling lives.

National Development: Education is crucial for the development of the nation, as it contributes to economic growth, technological advancement, and social progress.

Employment: Education is a prerequisite for many jobs in the modern economy, and individuals with higher levels of education are more likely to be employed and earn higher salaries.

Critical Thinking: Education fosters critical thinking and problem-solving skills, enabling individuals to analyze and solve complex problems in their personal and professional lives.

Social Cohesion: Education promotes social cohesion and cultural understanding, helping to build bridges between different communities and promote peace and harmony.

Overall, education plays a vital role in the development of India, both at the individual and national level. It is essential for creating a brighter future for the country and its people.

1.7 QUESTIONS

UNIT END EXERCISES:

1. Fill in the blanks:

- a) Human rights education empowers students to be _____ who can stand up for themselves and others.
- b) Peace education is a mechanism for the transformation from a culture of violence to a culture of peace through a process of _____.
- c) _____ education helps students to understand and appreciate the diversity of cultures and traditions.

2) Give answer in brief:

- a) Write the significance of Environmental Education.
- b) What is the meaning of human right education and why is it important?
- c) Explain why peace education is important as a dimension of Indian Education system

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Dimensions of Indian
Education



ISSUES IN CURRICULAR TRANSACTIONS

Unit Structure :

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Progressive methods for teaching, learning and evaluation
 - 2.2.1 Meaning and Definition of Progressive methods
 - 2.2.2 Reasons why Progressive teaching is important for the learners
 - 2.2.3 List of few Progressive methods of teaching-learning and evaluation
- 2.3 Technology based teaching
 - 2.3.1 Meaning of Technology Based Teaching
 - 2.3.2 Advantages of Technology-based teaching
 - 2.3.3 Few Teaching Strategies to Engage Students Using Technology
 - 2.3.4 Conclusion
- 2.4 Parallel system of education (Private tuitions and mass-coaching classes)
 - 2.4.1 Introduction
 - 2.4.2 Comparison of Educational Institutions versus tuition classes and coaching classes
 - 2.4.3 Conclusion
- 2.5 Check your progress
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- 2.7 Key terms
- 2.8 Questions
- 2.9 References

2.0 INTRODUCTION

Curriculum is a systematic and intended package of competencies such as knowledge, skills, attitudes and values. Learners achieve these competencies through well-organized learning experiences. Well-constructed curriculum will fail to achieve its goals through its ineffective curriculum transaction and implementation. So, curriculum is transacted in the educational settings carefully and effectively. Curriculum transaction provides learning experiences for its learners by adopting appropriate and effective instructional techniques. For effective transaction and implementation of curriculum, we have to adopt suitable instructional techniques. Instructional techniques are used to enhance the curriculum transaction. Instructional techniques fulfil the necessities of the curriculum transaction and also enhances it. Progressive methods, technology-based teaching plays a key role in enriching the teaching-learning and evaluation process.

This is module 2 and is written in the instructional mode where in it begins with introduction to the topic followed by the objectives. The content is presented in detail in a simple and an organized manner. Further this document is supported with ‘check your progress, A detailed summary is also given. Few important questions are also mentioned along with references.

2.1 OBJECTIVES

The objectives of this unit can be summarised as below:

- Explain the meaning of progressive method pf teaching-learning and evaluation
- List of few progressive method of teaching
- Mention reasons why Progressive teaching is important for the learners
- Advantages of Technology-based teaching
- Mention few Teaching Strategies to Engage Students Using Technology

Comparison of Educational Institutions versus tuition classes and coaching classes

2.2 PROGRESSIVE METHODS OF TEACHING- LEARNING AND EVALUATION

2.2.1 Meaning and Definition of Progressive methods:

“Education is not preparation for life; education is life itself.” John Dewey
The proponents of progressive teaching-learning, and evaluation are John Dewey, Rousseau, Karl Marx. It is defined as an educational movement which gives more value to experience than formal learning. The

progressive philosophy is concerned with both the students' academic growth and their social-emotional well-being. Progressive Education is based on the principle, espoused by John Dewey and others, that education must prepare students for active participation in a democratic, global society. Thus, the focus is on raising critical thinkers and inquirers who are active rather than passive learners. The teacher's job is to nurture and support children's innate curiosity and desire to learn, fostering internal motivation rather than reliance on external rewards.

Definition:

Dewey (1938) described "progressive education as a product of discontent with traditional education" which imposes adult standards, subject matter, and methodologies".

"Progressive Method is defined as an educational movement which gives more value to experience than formal learning".

2.2.2 Following are the reasons why Progressive teaching is important for the learners:

1. Progressive teaching promotes higher-level thinking skills.

One of the enormous benefits of progressive teaching is that it encourages students to think creatively and critically about new ideas, concepts, and experiences. This helps them work through problems in novel ways and develop innovative solutions. In addition, students who get an opportunity to learn through progressive methods, their higher level thinking skills are developed.

2. Progressive teaching fosters 'learn how to learn'.

Another great benefit of progressive teaching is that it encourages the students learn how to learn. Progressive education emphasises teaching students how to think and providing them with the tools to do so effectively. For example, progressive teachers encourage their students to observe and experiment, ask questions, solve problems, think creatively, and communicate their ideas. By helping the students develop these skills early on in their education, progressive teachers are setting them up for success in school and life.

3. Assists students learn how to think for themselves.

Students are encouraged to ask questions, solve problems, and think creatively in a progressive classroom. This emphasis on critical thinking skills helps students develop into adults who can make informed decisions about their lives. Additionally, by teaching students how to think for themselves, progressive educators are helping to create a more democratic society.

4. Progressive teaching-learning methods also emphasises the importance of cooperation and collaboration:

Students often work together in small groups on projects or assignments in a progressive classroom. This cooperative learning environment helps students develop important social skills, such as communication and teamwork. Additionally, by working together on projects, students learn to respect the perspectives of others and to value diversity.

5. Progressive teaching -learning incorporates of creativity and critical thinking:

To support creative and critical thinking, progressive educators incorporate hands-on activities and project-based learning into their classrooms. These types of activities encourage students to think about concepts in new and innovative ways.

6. Helps to prepare students for the real world:

In the real world, people often have to work together to solve problems in the real world. Progressive educators believe that it's important for students to learn how to work together cooperatively. To support this type of learning, progressive classrooms typically feature a lot of group work. Students might be asked to complete projects or assignments in teams, for example, or to participate in debates or discussions with their classmates.

2.2.3 List of few Progressive methods of teaching-learning and evaluation:

1. Inquiry
2. Experimentation
3. Field work
4. Project-based teaching
5. Use of tools like computers
6. Discussion
7. Demonstration
8. Group work
9. Research
10. Simulation
12. Debate

1. Inquiry based:

Inquiry-based learning is a student-centered teaching method that encourages students to ask questions and investigate real-world problems. In this type of learning environment, students are actively engaged in the learning process and are given the opportunity to explore their natural curiosities.

This type of learning is often hands-on and allows students to connect what they are learning in the classroom and the real world. Inquiry-based learning has been shown to improve critical thinking skills, problem-solving skills, and creativity.

2. Experimentation Based:

Experimental teaching can be defined as a process that included a procedure carried out to support laid down assumptions. This kind of teaching method entails hands on activities that engages and motivates the students during the teaching-learning process.

3. Field work based:

Field work can be defined as any curriculum component that involves leaving the classroom and engaging in teaching and learning activities through first-hand experience. Fieldwork provides opportunities to learn through direct, concrete experiences, enhancing the understanding that comes from observing 'real world' manifestations of abstract geographical concepts and processes. In field-based learning, teaching is extended to a site outside of the classroom or laboratory, exposing students to a real-world setting.

4. Project-based teaching:

Project-based learning (PBL) or project-based instruction is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. Students work on a project over an extended period of time that engages them in solving a real-world problem or answering a complex question. As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills.

5. Use of tools like computers:

Computers are an effective tool for teaching-learning process. Computers in the classroom are becoming more common and they can be utilised to assist to share work, participate in numerous activities, allow real time communication to enhance or expand lessons and gain information. Computers are enjoyable and most students learn and retain more information when they are having "fun while studying". It encourages hands-on activities in the classroom. Using computers to aid classroom teaching benefits both, students and teachers by allowing teachers to impart more knowledge to their students.

6. Discussion:

Discussion is important to learning in all disciplines because it helps students process information rather than simply receive it. Leading a discussion requires skills different from lecturing. The goal of a discussion is to get students to practice thinking about the course material. The Discussion Method produces significant student learning outcomes.

Exchange of ideas between several people is the best process of learning and teaching from one another. It is called discussion method of teaching and learning. In the classroom environment, discussion is the best way of promoting conducive learning and convenient teaching situation. It refers to the method of instruction which give pupils an opportunity to express their views or opinions orally on certain issues.

7. Demonstration:

The word demonstration means to give demos or to perform the particular activity or concept. In demonstration method, the teaching-learning process is carried in a systematic way. Demonstration often occurs when students have a hard time connecting theories to actual practice or when students are unable to understand applications of theories.

Demonstration as a teaching strategy refers to the visual presentation of the action and activities or practical work related to the facts and principles of a delivered lesson by the teacher in the classroom aiming to facilitate the task of teaching and learning.

8. Group work:

Group work refers to learning experiences in which students work together on the same task. Group work can help build a positive and engaging learning community through peer learning and teaching. Promoting peer interactions can positively affect learning experiences by preparing students for work beyond the classroom. Group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. Group activities enable students to discover deeper meaning in the content and improve thinking skills. The most effective use of group work is that which engages students with higher-level content that is thought-provoking, difficult to understand, or has multiple interpretations.

9. Research based teaching:

Research-based instructional strategies are strategies that have been identified, by independent research, to be the most effective at influencing student learning outcomes and student achievement. In a research-based learning approach, students actively search for and then use multiple resources, materials, and texts in order to explore important, relevant, and interesting questions and challenges. Research-based learning involves investigation of concepts and theories and allows students to become solution seekers through an exploratory approach. Compared to a rigid textbook-based style that encourages rote-learning, this puts the student at the centre of knowledge acquisition.

10. Simulation based teaching:

Simulated teaching is the technique of learning and training, which develops the ability in an individual regarding problem solving behaviour. It has been defined as a role playing strongly in which learner performs

the role in an artificially created environment. Simulated teaching is an educational and development strategy that helps individuals improve problem-solving abilities. Simulated teaching is a design that aims to mirror real-life situations as nearly as possible, with students playing the roles of teachers.

12. Debate based teaching:

As an instructional method, debating involves students in expressing their opinions from two competing perspectives with the goal of contradicting each other's arguments (Chang & Cho, 2010). debate encourages students to learn course content better, since they are engaged in the individualistic learning styles; (2) interactive learning course content actively, broadly, deeply, and personally.



Did you know?

Progressive education is a pedagogical movement that started back in the late 19th century and has powered on in several forms till date. For instance, in Europe, progressive education became what was known as the New Education Movement.

2.3 TECHNOLOGY BASED TEACHING

2.3.1 Meaning of Technology Based Teaching:

Technology-based teaching constitutes learning via electronic technology, including the Internet, intranets, satellite broadcasts, audio and video conferencing, bulletin boards, chat rooms, webcasts, and CD-ROM. Learning in which teachers use technology to teach and learners learn with aid of technology is technology-based learning. Thus, Technology-based teaching uses computer-based tools to enhance the teaching-learning and evaluation process, typically by involving students actively rather than passively.

2.3.2 Advantages of technology-based teaching:

1. Offers a wider choice of learning materials
2. Help in making your learners digitally literate
3. Provides a fun and engaging learning environment
4. Learners can access course materials from anywhere at anytime
5. Helps in tracking learners' progress
6. Educational technology is good for the ecosystem
7. Educational technology makes collaboration more effective

2.3.3 Few Teaching Strategies to Engage Students Using Technology:

1) Use of Multimedia:

Vivid images, videos, instantaneous information, all of this capture attention from students easily. Use of various multimedia resources adds

zing to your classroom sessions. Students enjoy distinctive resources and variety of these resources keeps students engaged and interested in the classrooms throughout. Multimedia can stimulate more than one sense at a time, and in doing so, educators reach all different types of learners and hold student's attention longer. Giving students the ability to create and utilize different types of multimedia creates a more collaborative classroom and allows students communicate and actually apply what they are learning, enhancing the overall educational experience.

2) Utilization of social media:

Every kid, every teacher in fact everybody uses and enjoys social media. So when this social media is used for teaching purposes, it turns out to be of great use. Students love being social, collaborating, sharing, and exchanging ideas. Various important aspects that are integral part of teaching like collaboration and interaction can happen seamlessly via social media. Not just that it is being used by all but it also enables you to keep things all checked up and helps you in assigning tasks, assignment and other class related activities effortlessly. Social media also plays an important role when you talk about keeping guardians updated about the students' performance and other school activities. Various platforms like Facebook and Twitter are being used by educators worldwide and are enjoyed by the masses.

3) Using Variety of Resources:

Mix things up and add some engagement. The source of the information is not just limited to books in 21st century instead you can use podcasts, videos, OERs, blogs and other resources to deliver knowledge. Kids enjoy exploring various resources and widening their horizons. A mix of various resources is enjoyed by students and is refreshing. It even caters to the different learning needs of the students, as one same resource may not be apt for all.

4) Making Most of Games and Perks of Gamification:

Maybe this is the best part about tech integration. The thing that students get to learn while gaming is the best thing. No doubts about the thing that how much love kids have for the games and here educational games are there to help kids learn their important lessons while playing amazing games. Students can get motivated by challenging each other and if done on a mobile device, students are more likely to continue learning outside of the classroom. Using educational games is one of the best ways to use technology in the classroom to make students eager for learning. And gamification can be used as a framework for education that can be used anywhere and in any level of complexity. It can be directly applied to contents, to the pedagogical framework (usually constructivism), or even to other complementary frameworks.

5) Use Technology to Empower Students and Reach Out:

Technology nurtures artistic expression. Engaged students are those who actively express opinions, and don't just passively 'receive wisdom'. Technology can give them a platform to explain their ideas, not just regurgitate facts. Apart from this you can help students reach out and learn more. Social media helps you connect to people around the world and you can get in touch with experts.

Modern technology-based art forms have encouraged artistic expression among our diverse student population. These tools provide forms of artistic communication for those students who have been constrained by the traditional options of verbal and written communication. You should also help students to have a 'voice'. One way to do this, for example, is to get them to each set up a blog or participate in other ways to demonstrate their learning. But remember that not everyone's the same: introvert students might find Twitter intimidating, for instance. Instead, offer multiple choices: podcasting, YouTube etc. To make this work, students need to be aware of ethics of online world and the principles of digital citizenship.

2.3.4 Conclusion:

Thus, Technology has a very positive impact on education and at the same time may also pose negative effects. Teachers, and students should take advantage of this in the good light and eliminate the drawbacks which are pulling back many of students as well as schools from achieving excellence. It is thus time for every country to introduce a more technologically equipped education sector in the future.



Did you know?

As more educators are adopting technology for a 21st century curriculum, the accessibility of educational content on a variety of platforms is key to bringing lessons to life in classrooms.

2.4 PARALLEL SYSTEM OF EDUCATION (PRIVATE TUTIONS AND MASS-COACHING CLASSES)

2.4.1 Introduction:

Education is a basic tool in the formation of a better society. Because with education someone will be guided to know various things such as the norms and values of life, which in turn will affect their lifestyles and behaviour. However, the presence of formal schools did not make many people satisfied with the results obtained. Many of them then are still looking for additional lessons outside by educating their children to tuition class institutions. Changes in patterns in the field of education that are very fast alternating due to aspects of globalization in all fields so that it affects the field of education, so that led to many institutions of tuition classes.

2.4.2 Comparison of Educational Institutions versus tuition classes and coaching classes:

In the life of a high school student today, going for extra coaching classes is as normal as going to school. Though not every student finds the need for coaching, most students still end up going for extra preparation for their board exams or entrance exams. Going to school is already quite a task as classes are longer with stay-backs, homework and regular tests and students are quite drained when they return home, only to get ready for coaching. So, the question that arises quite often is why one must go to school and coaching; isn't one enough.

The reason is simple enough; school and coaching don't have the same motives.

High school education focuses on many different things, though mainly focusing on academics; it also tries to incorporate extra-curricular activities. The academics focus on helping the students pass their board exams which can be considered as a standardized test and to pass this test, students need to first be taught the lessons from scratch and then follow up with practice and advanced questions. The level of teaching can be considered to be only basic and not highly advanced.

On the other hand, a coaching center's aim is not to really teach the student all the basics but to help the student work more efficiently on solving the advanced questions, as they usually also prepare students for more subjective entrance tests. Coaching centers do not worry about extra-curricular activities as it isn't their responsibility. They want to incorporate as many hours of practice as possible and get students familiar with harder questions.

In school, it is the students' responsibility to understand what is taught, as the teacher focuses on the students as a whole, rather than individually. It is also the students' duty to find enough time to get sufficient practice and finish the given assignments while also preparing for internal assessments. Though teachers will help them if approached it still depends on the student, if they approach and seek help.

Coaching institutes are chosen so that they can cater to the specific needs of each student. So, they will pay attention to each student and guide every student through their difficulties and make sure they all get sufficient practice. Coaching doesn't focus on the tests as their motive is to make sure the student understands.

From this comparison what we actually learn is that both high school and coaching centers have their own specific functions and that they cannot substitute on another. Though high school is mandatory, coaching is a private decision that totally depends on the students' needs. But in either case, the student must utilize the facilities given to them for maximum benefit. If they gain solely from their high school classes then there is no need for further support but if needed, they definitely should seek the extra help.

2.4.2 Conclusion:

The entire system along with all the stakeholders (school, teacher, student, parent) has passed on the responsibility of delivering 'education' to coaching institutes. Clearly, they no more believe that school education is important. And not anyone but it's our country students whose aspirations, dreams or eagerness to learn is being crushed down by such beliefs.

We need to act, we need to bring back the confidence in our school education system; a fundamental way of learning. We have created a powerful ecosystem to deliver education but we are trying to create another parallel system of private coaching. This parallel system may not be completely harmful but importance of education system as to be retained.

2.5 CHECK YOUR PROGRESS

1. List any 5 Progressive methods of teaching-learning and evaluation
2. Few Teaching Strategies to Engage Students Using Technology
3. Your view on the importance of parallel system of education

2.6 SUMMARY

- ❖ The proponents of progressive teaching-learning, and evaluation are John Dewey, Rousseau, Karl Marx.
- ❖ Progressive Education is based on the principle, espoused by John Dewey and others, that education must prepare students for active participation in a democratic, global society.
- ❖ Reasons why Progressive teaching is important for the learners
 - Progressive teaching promotes higher-level thinking skills.
 - Progressive teaching fosters 'learn how to learn'
 - Assists students learn how to think for themselves
 - Progressive teaching-learning methods also emphasises the importance of cooperation and collaboration
 - Progressive teaching -learning incorporates of creativity and critical thinking
 - Helps to prepare students for the real world
- ❖ List of few Progressive methods of teaching-learning and evaluation
 - Inquiry
 - Experimentation

- Field work
 - Project-based teaching
 - Use of tools like computers
 - Discussion
 - Demonstration
 - Group work
 - Research
 - Simulation
 - Debate
- ❖ Technology-based teaching constitutes learning via electronic technology, including the Internet, intranets, satellite broadcasts, audio and video conferencing, bulletin boards, chat rooms, webcasts, and CD-ROM.
- ❖ Advantages of technology-based teaching
- Offers a wider choice of learning materials
 - Help in making your learners digitally literate
 - Provides a fun and engaging learning environment
 - Learners can access course materials from anywhere at anytime
 - Helps in tracking learners' progress
 - Educational technology is good for the ecosystem
 - Educational technology makes collaboration more effective
- ❖ Few Teaching Strategies to Engage Students Using Technology
- Use of Multimedia
 - Utilization of social media
 - Using Variety of Resources
 - Making Most of Games and Perks of Gamification
 - Use Technology to Empower Students and Reach Out
- ❖ Changes in patterns in the field of education that are very fast alternating due to aspects of globalization in all fields so that it affects the field of education, so that led to many institutions of tuition classes.
- ❖ In the life of a high school student today, going for extra coaching classes is as normal as going to school.
- ❖ Coaching centre's aim is not to really teach the student all the basics but to help the student work more efficiently on solving the advanced

questions, as they usually also prepare students for more subjective entrance tests.

- ❖ We need to act, we need to bring back the confidence in our school education system; a fundamental way of learning.

2.7 KEY TERMS

Progressive methods, Technology based teaching, Parallel system of education

2.8 QUESTIONS

1. Explain progressive method of teaching-learning. And state the reasons why progressive method is important for the students.
2. Explain in detail few technology-based teaching strategies.
3. Give your opinion on the comparison of Educational Institutions versus tuition classes and coaching classes.

2.9 REFERENCE

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RESEARCH RELATED ISSUES IN EDUCATION

Unit Structure:

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Funding in Research: Government, Non-Government and Foreign
- 3.3 Research Institutions: An overview- State Level, National Level and Global Level
- 3.4 Action Research at Pre-primary and Primary education levels
- 3.5 Use of technology for research: accessibility, availability and authenticity
- 3.6 Conclusion
- 3.7 Summary
- 3.8 Questions
- 3.9 Reference

3.0 OBJECTIVES

After studying this unit, you will be able to:

- Discuss the research related issues in India.
- Understand the types of funding in research viz., Government, Non-Government and Foreign
- Understand the Research Institutions viz., State Level, National Level and Global Level.
- Understand the Action Research at Pre-primary and primary levels.
- Understand the use of technology for research viz., accessibility, availability and authenticity.
- Understand the challenges faced by Research Institutions.

3.1 INTRODUCTION

According to American Sociologist Earl Robert Babbie, “research is a systematic inquiry to describe, explain, predict and control the observed phenomenon. It involves inductive and deductive method”

Research refers to systematic attempt to gain better understanding of the educational process. It is generally carried on with a view to improve its efficiency.

There is a vast scope for research in the field of education. Research can be carried on Educational Psychology, Philosophy of Education, Sociology of Education, Comparative Education, Guidance and Counseling, Educational Technology, etc.

Various Scientific Methods like Exploratory, Explanatory or Descriptive are selected for carrying out Fundamental Research, Applied Research and Action Research throughout the world for both Qualitative as well as Quantitative Research Approaches.

While conducting a research one has to face various challenges when there is a lack of knowledge related to scientific training in the methodology of research, related to funding, related to research institutions, related to the process of conducting the research and related to the use of technology.

Challenges are an indispensable part of life. However to help the learners to apply skillful time management and understand various issues related to research, this module is designed in such a manner that, it help the students to overcome most of the above mentioned challenges.

3.2 FUNDING OF RESEARCH: GOVERNMENT, NON-GOVERNMENT AND FOREIGN

When we talk about research funding, almost every ministry of Indian Government provide funding for the scholars to conduct research in related field. Scholars choose various scientific methods viz., Exploratory, Explanatory and Descriptive.

Research is carried out for various purposes like,

- a) to investigate the problem which is not clearly defined.
- b) to get the real explanation of the phenomenon
- c) to predict the result
- d) to control the phenomenon
- e) to search the cause for the happening
- f) to describe the situation
- g) to describe the behavior

Conducting research require a lot of money. While preparing research proposal, the researcher have to estimate the cost of the project. They have to disclose the required persons to be involved, months to be taken for the research work and facilities required for the same.

The proposal must justify the allocation of money for various heads of the budget estimate and then it has to be submitted to either government, non-government or foreign institutions.

1. Government:

Various government institutions like University Grant Commission (UGC), National Council of Educational Research and Training (NCERT), Indian Council for Social Science Research (ICSSR), etc. are known for providing more and more funds for promoting research work throughout the nation. Due to this more and more teachers as well as students are getting motivated to conduct research in their respective area of interest at schools, colleges or universities.

Research proposal is submitted to the experts for evaluation and once it get evaluated and recommended by the experts, grants are provided by the respective institutions.

Junior Research Fellowship in Science, Humanities and Social Science:

The Junior Research Fellowship (JRF) scheme of the University Grants Commission (UGC) is open to candidates who qualify in the National Eligibility Testing (NET) of the UGC and the UGC-Council of Scientific and Industrial Research (CSIR) joint test. However, please note that these are qualifying tests only and do not bestow a fellowship upon the candidate.

The objective of the JRF scheme is to provide opportunities to NET-qualified candidates to undertake advanced studies and research leading to M.Phil/Ph.D. Degrees in Humanities and Social Sciences including Languages and Sciences.

Following Emoluments are provided to Junior Research Fellowship in Science, Humanities and Social Science by UGC as per Office Memorandum dated 31st January, 2019 issued by Government of India, Ministry of Human Resource Development, Department of Higher Education.

1) **Emoluments:**

A. Junior Research Fellow (JRF)/Senior Research Fellow (SRF)

Sl. No.	Designation & Qualification	Existing Emoluments (per month)	Revised Emoluments (per month)
I	Junior Research Fellow (JRF) Post Graduate Degree in Basic Science OR Graduate / Post Graduate Degree in Professional Course selected through a process described through any one of the following: a. Scholars who are selected through National Eligibility Tests - UGC NET including lectureship (Assistant Professorship) and GATE. b. The selection process through National level examinations conducted by MHRD and its Agencies and Institutions such as UGC / IIT / IISc. / IISER / IIIT etc.	Rs. 25,000/-	Rs. 31,000/-
II	Senior Research Fellow (SRF) Qualification prescribed for JRF with two years of research experience.	Rs. 28,000/-	Rs. 35,000/-

A.1 After completion of two years, an external assessment by the Institution where the student is enrolled for Ph.D. is mandatory for upgradation from JRF to SRF. The fellow may be awarded SRF after successful assessment.

A.2 Annual Satisfactory Assessment is mandatory to continue the benefit of fellowship during SRF period.

B. Research Associate

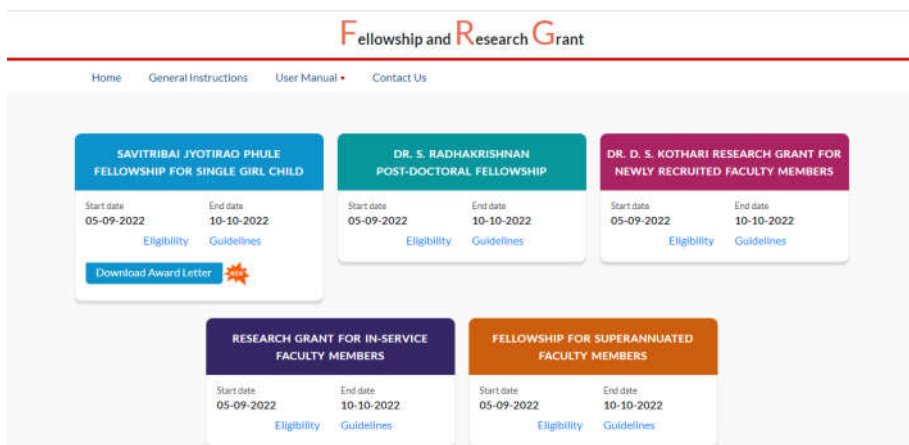
Research associates may be fixed at a consolidated amount at one of the 3 pay levels given below depending upon the qualification and experience. The Institute/Organization concerned may decide the level in which a particular associate should be placed based on the experience. The Essential Qualification (EQ) for RA is as follows:

Ph.D/MD/MS/MDS or equivalent degree or having 3 years of research, teaching and design and development experience after MVSc/M.Pharm/ME/M.Tech with at least one research paper in Science Citation Indexed (SCI) journal.

Sl. No.	Category	Existing Emoluments (per month)	Revised Emoluments (per month)
I	Research Associate –I	Rs. 36,000/-	Rs. 47,000/-
II	Research Associate –II	Rs. 38,000/-	Rs. 49,000/-
III	Research Associate –III	Rs. 40,000/-	Rs. 54,000/-

In 2022, UGC offered following Fellowship and Research Grant:

- Savitribai Jyotirao Phule Fellowship for Single Girl Child
- Dr. S. Radhakrishnan Post-Doctoral Fellowship
- Dr. D. S. Kothari Research Grant for Newly Recruited Faculty Members
- Research Grant for In-Service Faculty Members
- Fellowship for Superannuated Faculty Members



Web Page of UGC : Fellowship and Research Grant

Process to Apply for Fellowship Research Grant:

The applications for the fellowship programme is made available on the official website - ugc.ac.in. Candidates need to complete the registrations by clicking on the link for each fellowship programme. Following the registrations candidates can fill and submit the application form and the application fee.

Step 1: Visit the official website of UGC

Step 2: Click on the 'Fellowship Research Grants Scheme 2022' link

Step 3: Click on the registration link for the scheme to apply for

Step 4: Enter the required details and complete the application form

Step 5: Upload all documents required

Step 6: Complete the payment procedure and submit the application

2. Non-Government:

Almost every private educational institutions including HEIs (Higher Educational Institutions) are run through Non- Government Organizations registered under 'The Indian Society Registration Act of 1860' and 'Bombay Public Trust Act 1950'.

As per the Criteria 3 of National Assessment and Accreditation Council (NAAC) which is meant for disclosing Research, Innovation and Extension work, it is almost compulsory to provide funds to the researchers who may be student or the staff of that organization.

University Grant Commission (UGC) had also provided guidance to the HEIs to support Research and Innovation by quoting National Education Policy 2020 which had rightly admitted the fact that academic research is an integral part to higher education system in most knowledge societies.

Hence colleges itself had been given important roles to provide funds for the research works.

Apart from those mentioned above, there are various organization running in India which provides funds to the researchers in the name of fellowships or research grants.

As privatization is at its peak and there is a great demand of quality education as well as quality textbooks and other learning materials including printing and non-printing materials, the demand for the research had also increased. Researchers had to perform various research works by using various research methodologies and find out the best methods, maxims and study materials which will enhance education by adding quality to it. For such types of research work, funds are made available by the publishers itself or sometimes by the third party organization which is involved in similar works.

3. Foreign:

As Government and non-government organizations provide funds to the research scholars similarly, there are various foreign institutions which do provide funds for the research work.

The organizations mentioned below are some of the organizations which provide funds to the Indian citizens for research work in related fields. Most of these research institutions are running in co-operation of

- a) Indian-Republic of Korea Joint Applied R & D Program 2014 Funding
- b) Deutsche Forschungsgemeinschaft (DFG- German Research Foundation)
- c) Indo-French Centre for the Promotion of Advanced Research Foundation
- d) Indo-US Science & Technology Forum
- e) UK India Education and Research Initiative (IFCPAR)
- f) Global innovation Technology alliance

Check Your Progress

1. Elaborate Funding of Research by Government, Non-Government and Foreign Institutions.
2. What is JRF? Explain the process for getting Fellowship Research Grant.

3.3 RESEARCH INSTITUTIONS: AN OVERVIEW – STATE LEVEL, NATIONAL LEVEL AND GLOBAL

A research institution is an establishment founded for doing research which may be basic research or an applied research. Research can be carried out in any field however the term often implies natural science research. There are also many research institutions which deals in social science especially for historical and research purposes.

For implementing National Education Policy- 2020, it had been made compulsory by the University Grant Commission (UGC) for all the Higher Educational Institution to promote Research work in their campus. It is has to be done with the objective of expanding knowledge, address gaps in knowledge, replicate knowledge, improve practice and add voices of individuals to knowledge.

1. State Level:

It is rightly said, “Research is the voyage of discovery.” It is the quest for answers for unsolved problems.

At state level, universities and colleges serve as the research institutions for the teachers as well as the students. Apart from these there are various other government and non-government organization which conduct research in various areas and on various parameters.

Following are the research institutes located in Mumbai, the capital city of Maharashtra:

- Bhabha Atomic Research Centre
- Centre for Excellence in Basic Sciences
- Centre for Monitoring Indian Economy
- Haffkine Institute
- Homi Bhabha Centre for Science Education
- Homi Bhabha National Institute
- Indian Institute of Geomagnetism
- Indira Gandhi Institute of Development Research
- International Institute for Population Sciences
- Maharashtra Economic Development Council
- National Institute for Research in Reproductive Health
- OrthoCAD Network Research Cell
- R.R. Educational Trust College of Education and Research (B.Ed College).
- Reliance Institute of Life Sciences

- Tata Institute of Fundamental Research
- Tata Institute of Social Sciences
- Tata Memorial Centre
- Wadhvani Institute for Artificial Intelligence

Other than the above list there are various research institutes located at Nagpur and Pune.

2. National Level:

Since early medieval period, several astronomical observations were carried out. The Kerala School of Astronomy and Mathematics was a school of mathematics and astronomy founded by Madhava of Sangamagrama in Kerala, India. This school flourished between 14th and 16th centuries. The original discoveries of the school seems to have ended with Narayana Bhattathiri. While solving astronomical problems it had independently discovered a number of important mathematical concepts.

If we look to the department of Science and Technology, there are almost 216 listed research institutes in the area of :

Agriculture Science	= 66
Biological and Medical Science	= 60
Chemical Science	= 09
Physical Science and Mathematics	= 16
Earth Sciences	= 16
Engineering Sciences	= 23
Materials, Minerals and Metallurgy	= 09
Multi-Disciplinary and other areas	= 17
Total	= 216

3. Global Level:

Various research institutions flourished during the early medieval period throughout the world.

As of 2006 there were 14,000 research centers in the United States. The expansion of universities into the faculty of research fed into these developments as mass education produced mass scientific communities. A growing public consciousness of scientific research brought public perception to the fore in driving specific research developments. After the Second World War and the atom bomb specific research threads were followed: environmental pollution and national defence

Some of the most notable research centers across the world are :

- a) Abdus Salam International Centre for Theoretical Physics
- b) Ames Research Center
- c) Bell Labs
- d) Biological Research Centre
- e) Center for Advanced Life Cycle Engineering
- f) Centrum Wiskunde & Informatica
- g) The Indian Council of Medical Research
- h) Marine Sciences Research Center
- i) Netherlands Organisation for Applied Scientific Research
- j) Palo Alto Research Center
- k) Pennington Biomedical Research Center
- l) SRI International, or SRI. Also known as Stanford Research Institute prior to 1977.
- m) Sri Lanka Institute of Nanotechnology
- n) Tata Institute of Fundamental Research
- o) Thomas J. Watson Research Center

Check Your Progress :

- 1. Compare research institutions at State, National and Global Level.
- 2. Make a list of all the research institutions available in Maharashtra.

3.4 ACTION RESEARCH AT PRE-PRIMARY AND PRIMARY EDUCATION LEVEL

Sun Yat Sen had a very famous quote - “To understand is hard, once one understand, action is easy”

Before taking any action it is necessary to understand the problem first hence, to conduct any kind of research work, understanding the problem is a must.

Action research is an approach to professional development and improved student learning in which teachers systematically reflect on their work and make changes in their practice.

Conducting research is a useful tool for educators because its logical nature is very much essential for problem solving. Therefore, it is essential to have a knowledge about everything about the research process.

Research is a systematic attempt to provide answers to questions. Answer may abstract or concrete depending upon the type of research.

1. Pre-Primary Level:

Most of the times, teachers at pre-primary level are engaged in using outdated practices like daily rote exercises, holiday curricula, home works, isolated skill and drill, etc. which results in ineffective education.

Through Action research, teachers at primary level can discover various methods, maxims and tools for the overall development of the child.

Benefits of Action Research for the teachers at Pre-Primary Level:

- a. Teachers can investigate their own practice.
- b. Teachers can develop deeper understanding of teaching-learning process.
- c. Teachers can select appropriate methods of teaching.
- d. Teachers can deeply understand the children.
- e. Teachers can design and implement their own methods and maxims of teaching.

2. Primary Level:

Action research carried out at primary level is slightly different than that of pre-primary level because of the difference of objectives at both the levels.

The objectives at pre-primary level is to develop social, emotional and cognitive skill as well as developing literacy and numeracy the objectives whereas the main objectives at primary level is to develop literacy, numeracy, creativity, communication skills.

Benefits of Action Research for the teachers at Primary Level:

- a. Teachers can design and implement new methods of teaching.
- b. Teachers can design various activities to boost up creativity.
- c. Teachers can select appropriate methods to boost up communication.
- d. Teachers can develop appropriate teaching aids.
- e. Teachers can test the results of various maxims of teachings.

Check Your Progress

1. Compare the Action Research at Pre-Primary and Primary education level.
2. Name any five topic on which you will like to conduct Action Research for Pre-Primary or at Primary Level.

3.5 USE OF TECHNOLOGY FOR RESEARCH: ACCESSIBILITY, AVAILABILITY AND AUTHENTICITY

Etymologically, the word technology originates from two Greek words-

Technology = Techno + logy

Techno implies skill, ability, art, or the means, way, or manner by which a thing is picked up. Logy implies word, the articulation by which internal idea is expressed, a maxim, or a saying.

Along these lines, in a real sense, technology implies words or talk about the state of affairs picked up, yet in the contemporary utilization, technology has come to mean something other than what's expected

Technology has changed the way of performing the academic research at Higher Education. In this 21st century there is a tremendous technological advancement which helps the researcher to save his/her time, effort and cost of the research work without affecting its quality. Technology provides diversity of experience, knowledge and skills which leads to conduct competitive scientific research. Technology removes the intimidation factor of research to gather data for the academic research

1. Accessibility:

To perform a research work, project or task, researchers requires information or data. In old days it was very difficult to collect the data as there were no access to internet and there were no use of technology for the research. However in today's world we having access to unlimited information on the web. Today we can get access to e-library also called as electronic library around the globe in almost all the accredited higher institutions. These e-libraries provide access to lacks of books in just one click at absolutely free of cost.

Technology have given researcher greater accessibility to gather information by saving time, effort and cost. Accessibility of academic articles is the most essential advantages of the web. By using technology, researchers can get the course materials straightforwardly throughout the world. By the use of technology researcher can get instant data related to his/her study, ideas or topic.

Researches can design 'Google Forms' and share the links with the people who will be acted as sample in the research and collect various information from them without visiting physically at his/her own pace. Todays 'Google Forms' are widely used by most of the research scholars and even by those who have completed their Ph.D's for gathering data for further research or gathering data for preparing research papers on suitable topics.

Today technology had served as a boon for the researchers. For publishing peer reviewed research papers today, researcher need not have to visit universities or colleges to present his/her research papers. Now it can be done through zoom, Google meet, etc.

2. Availability:

Now a day's technology is available in almost every field of education and research throughout the world. Wide range of availability of technology helps the researcher to collect raw data or information. It also helps the researcher to analyze the data, investigate and look insight the information. It helps the researcher to interpret the result and communicate it with the guide or peers.

Availability of Mobile, Laptop, Desktop, Tabs, etc with internet connection have brought the world closer. Today almost every business organizations, government institutions, research institutions, educational institutions are connected to technology and hence data about all of these institutions and organizations are widely available globally.

3. Authenticity:

With the advancement of technology, various website, social media account, blogs, etc. have been created by the people in large scale. They keep on posting unnecessary materials to their sites or accounts. Most of the information are either fake or it is in the form of sarcasm. So, it becomes very difficult to use those data for research purposes. Hence it becomes very much necessary for the researcher to critically evaluate the sources of information. Credible and reliable sources helps the researcher to reach at a perfect conclusion whereas unreliable sources puts a question mark on the credibility of the research itself.

While conducting a research work four types of authenticity is required. They are,

- a) Authenticity of text which may be used as a source of information
- b) Authenticity of the researcher who interprets the information
- c) Authenticity of the task
- d) Authenticity of the actual social situation

One of the most important question that comes to the mind of the researcher is that, how should he know whether the source is credible or not?

Answer to the above question is very simple. Researcher has to look for following parameters:

- a) The author or researcher whose data is to be used must be an expert or a well-respected publisher or researcher.

- b) One must look for the citations of the sources used.
- c) One must have up-to-date information of the topic.
- d) Researcher must look for the biasness in the sources he/she refers.

Check Your Progress

1. Elaborate Accessibility, Availability and Authenticity while using technology for research purpose.
2. Make a list of 10 websites from where you can find authentic information.

3.6 CONCLUSION

There is a nationwide hue and cry for raising the standard of research in India. To fulfill the objectives of NEP-2020, UGC had adopted several measures to raise the standard of research along with the financial motivation for researchers to take up better research projects. There are various institutions within state, nation and the world which provide funds to the researchers.

Action research can be conducted at any level for to find out answers to unsolved problems. Research scholars can apply scientific methods to study the problems.

There are various research related issues in India however with the advancement of technology it had become easier for the researcher to collect information or data from wide range of people. Also, with the use of technology it is easy to process the raw data and reach a final conclusion. However researcher has to take necessary precautions for the authenticity or credibility of the information he gathers from the respective sources.

3.7 SUMMARY

In this module we have learnt.

- research related issues in India.
- the role of Government, Non-Government and Foreign institutions for funding related issues.
- about State Level, National Level and Global Level institutions which foster research work.
- about the Action Research at Pre-Primary and Primary Level.
- the role of technology for research viz., accessibility, availability and authenticity.
- about the challenges faced by Research Institutions.

3.8 QUESTIONS

1. “Government, Non-Government and Foreign institutions play a vital role in availing funds to the researcher” Elaborate.
2. How does State, Nation and Global institutions foster research work?
3. Write down the benefits of Action Research at Pre-Primary and Primary level.
4. “Technology have given researcher greater accessibility to gather information by saving time, effort and cost”. Explain with respect to accessibility, availability and authenticity.

3.9 REFERENCES

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EMERGING TRENDS IN INDIAN EDUCATION

Unit Structure :

4.0 Objective

4.1 Introduction

4.2 Entry of Foreign Universities (FU) In India In The Words of M Jagadesh Kumar, UGC Chairman

4.3 Impact of Foreign Universities on Indian Education System

4.4 Potential Challenges and Concerns

4.5 Questions

4.6 References

4.0 OBJECTIVE

At the end of this unit the learner will be able to

1. Explain the meaning of emergence of foreign universities
2. Explore the significance of emergence of foreign universities in India
3. Deduce the challenges of the foreign universities emerging in India
4. Illustrate the proposal of foreign universities

4.1 INTRODUCTION

The Indian Education System when it opens doors to foreign universities then the concern to emergence of foreign universities takes place. The concern is whether the foreign universities will raise the standards of Indian education system. With the blurring of borders, the free flow of information, cultural transformation, global trade has become very common.

The National Education Policy (NEP) 2020 again revived the debate after 2019 , whether foreign universities will be allowed in the Indian settings.

The internationalisation of Indian higher education is an important stated aims of NEP 2020. Such universities will be the hub of multidisciplinary education, quality education at lower cost, emerging quality courses and that will attract many more students from abroad to study in India. At the

same time, Indian students will be provided opportunities to visit, study, conduct research abroad. The NEP 2020 even encourages Indian Universities to set up their Universities on foreign grounds and facilitate student research and student exchange etc. the credits acquired in a foreign university will count onwards Indian degree.

The main aim is to provide quality education of global standards but the expenses must be reasonable.

4.2 ENTRY OF FOREIGN UNIVERSITIES (FU) IN INDIA IN THE WORDS OF M JAGADESH KUMAR, UGC CHAIRMAN

“Presence of Foreign Higher Education Institutions here will enable Indian students obtain foreign qualifications at affordable cost, and make India an attractive study destination.”

M Jagadesh Kumar, UGC Chairperson “We have already been approached by a few foreign institutions to open their campuses in India. This will help bring world-class pedagogy to India. Indian students (at least a section of them) do not have to go abroad for higher studies incurring huge expenditure. It will also reduce a part of the outflow of foreign exchange,” Kumar explained.

Watch this video and listen to the process of thought towards entry of Foreign Universities **Entry of Foreign Universities in India: What will be the impact ?** <https://youtu.be/tbpV2beAzDU>

In line with the recommendations of the National Education Policy (NEP), 2020, the University Grants Commission (UGC) has initiated several measures for the internationalisation of the higher education system in India. UGC notified the Guidelines on Internationalisation of Higher Education in 2021, which included provisions like setting up an Office for International Affairs and Alumni Connect Cell in the Universities.

To foster academic collaboration between Indian Higher Educational Institutions (HEIs) and foreign HEIs, “UGC (Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes) Regulations, 2022” were notified in the Gazette on 2nd May, 2022.

Source- https://www.ugc.gov.in/pdfnews/9214094_Draft-Setting-up-and-Operation-of-Campuses-of-Foreign-Higher-Educational-Institutions-in-India-Regulations-2023.pdf

The key points of the draft are:

1. The universities that are among the top 500 in QS Ranking in the overall category or subject-wise category are eligible to apply in India
2. If the universities do not participate in such rankings then they must be reputable in their country

3. The foreign university can decide its fee structure, hiring process, admission process, and the Indian government will not have any say in such matters
4. The foreign universities can repatriate to their parent university
5. The courses offered by these universities should not be against the interest of India's interests and beliefs

The UGC has set the following parameters to safeguard the Indian national interests:

1. The UGC can examine the university campuses at any time
2. The universities have to abide by India's anti-ragging and other criminal law policies
3. The UGC can suspend or withdraw the university's approval if its actions are against the policies of India
4. The foreign universities have to submit an audit and annual report stating that their working is in line with Foreign Exchange Management Act, 1999

4.3 IMPACT OF FOREIGN UNIVERSITIES ON INDIAN EDUCATION SYSTEM

Recently the Government has taken a step further for the free entry to A-grade global universities into India without any restriction. This will include foreign universities setting up courses or entire institutions in India. No doubt such a step will have a great impact on Indian education system especially the higher education.

During the early 1990s some of the foreign universities attempted to market their programmes of higher education in India. However, these were in collaboration with Indian partners. □

ADVANTAGES

1. BRAIN DRAIN:

Entry of foreign Universities will definitely reduce Brain Drain as the good opportunities to the Indian students will be present in their own Country. Students will get quality education on Indian soil and would remain back in the country for future study and work. Researchers want adequate facilities and adequate funding to do research for publications and furthering research.

2. MORE RESEARCH WORK:

In fact, research is one area where the foreign universities can make a world of difference to Indian students and there must be ways to encourage some research funds available with these universities to flow into India. So, overall, many exciting possibilities, a researcher will be able to explore with the advent of these universities

3. BETTER OPPORTUNITIES:

Each year about 90,000-1, 00,000 students go to US alone for higher studies. It is clearly evident that foreign universities have better infrastructures, better facilities, and better faculties and therefore, the students are lured by and consider studying in them as better opportunities.

4. INDIAN CULTURE AND ETHOS: When foreign universities will enter our own country and the students will be benefitted by the same kind of education for which they were going out and spending in dollars moreover, they will be able to retain their culture as well as ethos.

5. LESS EXPENSIVE:

If the foreign universities set up their campuses here in less expense, local institutions will face a tough competition, both for students and experienced resource persons. Students will naturally prefer the foreign set-ups as they are going to have world class infrastructure and further the whole world of exposure will be at their foot step. Such facilities cannot be provided by the local institutes except a few. No doubt the education will be quite costly but still it will be cheaper if compared to going out to another country for the same course of study.

6. MORE CONVENIENT:

Kapil Sibal is in full swing and he has cleared the draft of Foreign Education Providers (Regulation) Bill to be placed before the Union Cabinet. It is expected that new bill will allow foreign providers to set up Independent colleges which will be treated as deemed universities, offering independent degrees without having to seek affiliation from an Indian university or tying up with one in partnership.

These colleges will then be under the UGC supervision, going through some sort of accreditation process and regular reviews. This entire exercise will definitely facilitate the process of setting up of foreign universities with their complete model in India. Such kind of facilities will provide more convenience to the Indian students.

7. RAISE THE INDIAN EDUCATION STANDARD:

Foreign universities' entry into India will raise academic standards of Indian Universities. If foreign universities are allowed entry in India it will immediately increase competition for Indian institutes with resultant pressure on them to improve quality. Just as multinational companies have been "transmission belts" for state-of-art practices in management, foreign universities are expected to bring with them the culture of rigor and excellence in research and academic standards with possible spin-off effects on their Indian counterparts. Indian students will benefit in terms of getting best education at moderate cost. Second, if the universities offer internationally accredited programmes in India, the Indian students will be entitled to transfer of credits globally. Third, in the context of General Agreement on Trade in Services (GATS), Indian students will have skills and qualifications which are transferable across the globe.

8. CULTURAL RUB-OFF:

If quality Foreign Universities (FU)s set up campuses in India, or enter into joint ventures with Indian universities, it will help our university leaders, faculty, and students benchmark against global standards and best practices, and learn about global ways of doing things. Interactions with academics and officials from FUs might also help our government policy-makers see things from different perspectives. Admittedly, any cultural change is a gradual process and the rub off effects on our universities may take time to materialize. But eventually the higher level of interaction made possible by the presence of FUs in their backyard should push our universities towards a culture of openness, competitiveness, research orientation, and innovation. The diffusion of this campus culture could be seen in an even broader context. Thus, we might expect rub off effects on our national research laboratories, many of which are still bound by a slothful, inertial culture. For instance, scientists from CSIR or ICAR may now have greater opportunities to collaborate with science and technology faculty members from FUs operating in India, and through them connect more easily to other foreign faculty, global funding bodies, or start-ups.

9. EMPLOYMENT:

The set up of foreign universities in India will definitely increase the employment opportunities for the educated as well as the skilled workers and non- educated. It is highly impossible to bring the entire manpower from the country they come from.

10. RACISM:

Who does not know what is happening now-a-days in the universities of Australia and U.K.? Newspapers are depleted with the News items of such violence occurring on day to day basis. Keeping in view such kind of barbaric attacks by the foreign students no parent would like to send their wards to study abroad. It will be so nice if water reaches the quencher directly in the form of foreign universities.

Lets' Ponder

Read this newspaper article and think about the benefits of having foreign universities in our country

UGC push for foreign universities in India attractive to UPenn's Indian-origin professors

University of Pennsylvania professors Rajeev Alur and Vijay Kumar expressed optimism at the idea of the Ivy League institution playing a role in India's higher education goals while speaking to the Free Press Journal.

Abhishek Nair Wednesday, January 18, 2023, 10:29 AM IST

Source: <https://www.freepressjournal.in/education/ugc-push-for-foreign-universities-in-india-attractive-to-upenns-indian-origin-professors>

Check Your Progress:

What is the purpose for allowing Foreign Universities to set-up the Institutes in India? What are the envisioned benefits of Foreign Universities in India?

4.4 POTENTIAL CHALLENGES AND CONCERNS

1. COMMERCIALIZATION AND PRIVATIZATION

A concern is that FU presence will contribute to increased commercialization and privatization of Indian higher education. It is true that FUs in India will largely cater to the needs of students who can afford it financially. The point, however, is that our higher education system is already highly commercialized. Even without FUs, financially well-off students will either go abroad or study in one of the many private Indian universities, which already account for about three-fourths of total student enrolments. Private university fees are generally higher across courses, and this fee difference with public universities is even higher for professional courses. Besides, private universities, although not-for-profit in theory, often actually charge 'capitation fees' that are not accounted for, or sell the 'management quota' seats for money.

One must admit that a few dozen FUs will not substantially improve overall access to higher education for under-represented groups, but FUs will still fulfill other roles.

Their main role will be to provide the much-needed competitive differentiation among universities where standardization is the current norm, which in turn should promote meritocracy and excellence in terms of the quality of students, teachers, and the administration. In sum, the role of FUs will be to solve the 'quality' rather than the 'quantity' problem of higher education in India.

2. ELITISM:

Another implication of allowing FUs to operate in India will be the emergence of an academic elite. Elitism, like privatization, is a pejorative term. However, it cannot be denied that the best global universities are in some sense quite elitist. In fact, intellectual snobbery, up to a certain point, may actually be desirable if Indian institutes are to compete with the world's best. Indian

Institute of Science, Indian School of Business, and Ashoka University are cases in point. We need more of these institutes in India if we are to develop a world-class academic environment that could, for example, produce Fields Medal, Turing Award, or Nobel Prize winners, develop the latest cure for a disease, or nurture the fledgling start-up environment through university-industry collaborations. In that sense, with the right policy in place, FUs can complement the strengths of the best Indian public and private institutions.

3. FAIRNESS CONSIDERATIONS:

How fair is all this to Indian universities, and should we not provide them a level playing field? The answer depends on the kind of Indian university we are talking about. If we are talking about the best Indian institutes that seek to compete with the world's best, we certainly must give them autonomy at par with the FUs.

When it comes to other universities and institutes, the degree of autonomy granted should depend on their grade determined by considering factors such as their potential for excellence and their ability to take on the higher responsibilities that come with greater autonomy. Such institutes must, however, continue to fulfill their social obligations (e.g., reservations) and accept some government regulations (e.g., regarding course fees), particularly if they accept government grants.

In other words, while these institutes (depending on their classification) must be given greater autonomy than now on various matters, they must also balance this with broader socio-economic obligations. Thus, there should be graded autonomy for HEIs, with highest autonomy given to Indian HEIs in the top-tier, to enable them to compete effectively with the FUs.

4. POACHING FACULTY:

One potential concern is that FUs will lure the best faculty in Indian HEIs with higher pay and better working conditions. To reflect on this, one needs to point out that with other, more attractive, career options increasingly available, the best students in India typically do not choose an academic career, and the few who do, usually migrate to greener pastures abroad. Part of this is certainly because faculty pay in India is low compared to faculty pay abroad, let alone corporate pay packages. But pay, while important, is never the main consideration for serious scholars. Often, more intangible factors come into play: the general lack of a research environment in many Indian universities, politics and nepotism in faculty recruitment and promotion, a hierarchical university culture, and so on. In this context, quality FUs with adequate financial and academic autonomy will be able to attract quality talents to academia. While in the short-run this may lead to poaching of the best faculty members from Indian universities, in the medium-run this will position a FU teaching job as a desirable career option for gifted students, and also force top Indian HEIs to compete by sweetening their offers (e.g., through liberal research grants, chair professorships, cash for publications, etc.) even if they have to remain within the rigid framework of government pay scales. FUs offering the right employment terms might also be able to attract talented NRI faculty members desirous of returning to India. Therefore, faculty poaching may be a blessing in disguise.

LET'S PONDER

Read this article and state your views on the perceived challenges by teachers of higher education in India

<https://educationtoday.co/blogs/?p=23880>

To conclude, opening the door for foreign universities can improve India's soft power as it will provide further impetus to the government's Study in India programme that seeks to attract foreign students. This new decision indicates GOI's intent to advance its motto from 'Education for all' to 'Quality & competitive education for all'.

CHECK YOUR PROGRESS:

- What are the potential challenges due to Foreign Universities coming to India.
- Illustrate examples of potential Foreign Universities who seek entry in Indian Education System.
- Read this article and state why the proposal of entry of foreign universities in india has a mixed-bag effect?
- <https://www.deccanherald.com/supplements/dh-education/allowing-foreign-universities-in-india-pros-and-cons-1186099.html>

PERSONAL RESPONSE

- Analyse the opportunities and challenges of Foreign Universities setting up their education in India, and write in 200 words what is your personal response to it.

4.5 QUESTIONS

1. Explain the meaning of emergence of foreign universities in Indian education system.
2. Explore the significance of entry of foreign universities in India
3. Describe challenges of the foreign universities emerging in India
4. Illustrate the proposal of foreign universities as having a mixed bag effect.

4.6 REFERENCES

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PRACTICAL WORK IN CHALLENGES IN INDIAN EDUCATION

Each student is expected to submit a report on any one of the following:

- a) Study any foreign university's undergraduate course, comment on it, compare it with a corresponding Indian undergraduate course and suggest improvements in that Indian course
- b) Study any Indian university's choice-based curriculum, comment on it, and suggest improvements in that Indian curriculum.

Unit Structure:

- 5.0 Learning Outcomes
- 5.1 Introduction of Undergraduate Education
- 5.2 Foreign University's Undergraduate Course
 - 5.2.1 Comments on Foreign University's Undergraduate Course
- 5.3 Indian University's Undergraduate Course
- 5.4 Comparison between Foreign and Indian University's Undergraduate Course
- 5.5 Suggestions for Improvements in Indian University Course
- 5.6 Let's Sum Up
- 5.7 Introduction of Indian Education System
- 5.8 Indian University's Choice-Based Curriculum (CBC)
 - 5.8.1 Pros of Choice-Based Curriculum
 - 5.8.2 Cons of Choice-Based Curriculum
- 5.9 Comments on Indian University's Choice-Based Curriculum (CBC)
- 5.10 Suggestions for Improvement in the Choice-Based Curriculum
- 5.11 Let's Sum Up
- 5.12 References
- 5.13 Format of a Report

5.0 LEARNING OUTCOMES

After thoroughly reading this module you will be able to:

- Understand the Meaning of Undergraduate Course
- Define Undergraduate Course
- Understand the Admission Process of Foreign University's Undergraduate Course
- Understand the Admission Process of Indian University's Undergraduate Course
- Reflect upon Foreign and Indian University's Undergraduate Course
- Compare between Foreign and Indian University's Undergraduate Course
- Suggestions for Improvement in Indian University Course
- Understand the meaning of Indian University's Choice-Based Curriculum.
- Reflect upon Indian University's Choice-Based Curriculum.
- Suggestions for Improvement in Indian University's Choice-Based Curriculum.
- Develop a Positive Attitude towards Higher Education

5.1 INTRODUCTION OF UNDERGRADUATE EDUCATION

Undergraduate education is education that is conducted after the successful completion of the secondary education and a pre-requisite for the postgraduate education. It generally includes the all post-secondary programs till the bachelor's degree level. An undergraduate is a college or university student who is yet to complete degree course or the graduation. Undergraduates are college or university students who has completed the high school successfully and admitted in college or university but are pursuing their graduation degree.

A student pursuing a degree after successful completion of high school is at the first level of higher education at a college or university is called as an undergraduate student. Undergraduate students are working towards earning a bachelor's degree. An undergraduate (UG) degree is also called as a first degree or foundation degree in some country.

List of Most Common Types of Bachelor's Degrees

- Architecture
- Arts
- Business Administration
- Commerce

- Engineering
- Fine Arts
- Informational Technology
- Law
- Management Studies
- Medicine, Bachelors of Surgery
- Science

In the following sections 5.2 and 5.3, for understanding purpose basic details about one undergraduate course has been given each from foreign university and Indian university.

5.2 FOREIGN UNIVERSITY'S UNDERGRADUATE COURSE

Undergraduate Course Name - Bachelor of Arts (A.B.) in Economics.

College Name - Harvard College, USA.

Website - <https://college.harvard.edu/admissions/apply>

Economics is a social science that covers a broad subject matter in seeking to understand the social world. Economics studies the behavior of social systems—such as markets, corporations, legislatures, and families—as the outcome of interactions through institutions between goal-directed individuals. Doing economic research involves asking questions about the social world and addressing those questions with data and models, employing mathematical and statistical tools whenever possible to aid the analysis.

Applications Requirements - All applicants—both international and U.S. candidates, first-year and transfer—must complete the following application components:

- Common Application or apply Coalition, Powered by Scoir
- Harvard College Questions for the Common Application, or Coalition Application Harvard supplement
- \$85 fee (or request a fee waiver)
- SAT or ACT (with or without writing) - optional for 2022-2026 application cycles
- Optional: AP or other examination results
- For first-year:
 - School Report (which includes a counselor letter) and high school transcript
 - Teacher Report (2)

- Midyear School Report (after your first semester grades)
- Final School Report (for admitted students only)

Contact:

A. Harvard College University Hall Cambridge, MA 02138

B. Harvard College Admissions Office and Griffin Financial Aid Office
86 Brattle Street Cambridge, MA 02138

5.2.1 Comments on the Foreign University's Undergraduate Course:

The college or university is considered as the last step of formal education and first step toward the career path. It is of utmost significance to provide a safe and cohesive learning environment and opportunities to the students. If we browse through the Harvard College website and refer to their thoughts on student we get the following important points:

Let Your Spirit Soar: College is about learning—and not all learning happens in the classroom. Extracurricular activities help you grow your talents and explore new interests. They create unique opportunities to bond with your classmates and develop skills that serve you well throughout your life. At Harvard, activities will complement your studies. Your commitment level is entirely up to you.

Student Organization: We have more than 450 student organizations focused on everything from politics and photography to dance and debate. Whatever your interests, you can explore them at Harvard.

Traditions - When you've been around as long as we have, you're bound to pick up a few traditions. Here at Harvard, we take pride in keeping them alive and starting new ones as each student class comes and goes. From legends about the origins of the John Harvard statue to Commencement, stories and rituals are constantly shaping the vibrant culture on campus. Here's a peek at some of the traditions that we keep alive to this day.

5.3 INDIAN UNIVERSITY'S UNDERGRADUATE COURSE

Undergraduate Course Name - Bachelor of Arts (B.A.) in Economics.

College Name - St. Xavier's College(Autonomous), Mumbai, India.

Website – <https://xaviers.ac/admissions/degree/under-graduate/ba>

SEATS

F.Y.B.A. (360 seats)	
Category	Criteria
Management Quota	
Arts: 15% of 100 % of 360 seats	Case A
BALANCE SEATS 85%	

Christian Minority	
Arts: 50% of 85% of 360seats	Case B
	Case C
General Category	
Arts: 42% of 85% of 360seats	Case B
	Case C
Others	
i. Persons with Disability	Case B
Category:	
Arts: 5% of 85% of 360 seats	Case C
ii. Special Category**:	
Arts: 3% of 85% of 360 seats	

Key:

Case A: Only for those the College is obliged to admit.

Case B: First preference to all In-house students.

Case C: Vacant seats will be filled in by candidates applying from other Colleges/Boards in order of merit.

Special Category refers to:

1. Wards of Transferred State / Central Govt. and Private Sector employees, employees of Defence Department / ex-servicemen
2. Wards of Freedom Fighters
3. Award Winners at the District / State / National Levels in Sports or Cultural Activities.

FEES

CLASS	FEES
F.Y.B.A (without Statistics)	Rs. 5,571/-
F.Y.B.A (with Statistics)	Rs. 6,571/-
S.Y.B.A (without Statistics)	Rs. 4,951/-
S.Y.B.A (with Statistics)	Rs. 5,917/-
T.Y.B.A (without Statistics)	Rs. 6,149/-
T.Y.B.A (with Statistics / Psychology)	Rs. 7,149/-

FEE CONCESSION FOR BC STUDENTS:

Under the Govt. of India Scholarship or Govt. of Maharashtra Freeship scheme for BC students (SC / ST / DT / NT / OBC), certain Scholarships / Freeships are provided to the students who have the certificate issued by the Maharashtra Government.

Annual Family Income (AFI) Eligibility conditions for Scholarship / Freeship:

1. SC students: AFI <Rs. 2 lakh p.a. (Scholarship)
2. SC students: AFI >Rs. 2 lakh p.a. (Freeship)
3. VJ / NT / SBC / OBC students refer:

G.R.Kr.EBC-2014/Pr.Kr.96 / Shikshan – dt 20/08/2016

NT / VJ / SBC / ST and OBC categories students will have to submit the Non-Creamy-Layer Certificate for such fee concessions.

Candidates with necessary documents who qualify for the aforementioned Scholarship / Freeship are required to pay, along with the Exam Fees, a nominal fee of Rs. 445 (for FY & SY) and Rs. 795 (for TY) at the time of admission. They are exempted from all other fees.

Contact Us:

Principal's Visiting Hours: Monday to Friday 10:30 AM to 12:30 PM

+91-22-22620661

webadmin@xaviers.edu

5, MahapalikaMarg, Mumbai- 400001, Maharashtra

5.4 COMPARISON BETWEEN FOREIGN AND INDIAN UNIVERSITY'S UNDERGRADUATE COURSE

Let us see the comparison between the foreign and Indian university's undergraduate course. For now we shall discuss some of the similarities and differences in the education system of India and USA.

Similarities in Education System of India and USA:

The curriculum or the syllabus is structured and well-planned in both the countries. The qualification of teachers is given due attention and the most reasonably qualified teachers are appointed for the teaching purpose. In both the countries the concept of private and public schools/ colleges and universities exists. Also, willingness on the part of students and parents for getting proper education is seen. There are different standards throughout both the countries as each state determines the curriculum and/or syllabus and different types of examinations.

Differences in Education System of India and USA:

In India most of the students' interests are concentrated around few particular popular courses for instance, medicine or engineering. Whereas in USA hardly any student will say that she or he is interested in a particular course rather they have some interests in different areas. Examples of varied areas of interests of the students in USA are like music, dance, physics, economics, history, geography, psychology, philosophy, astronomy, etc. The US education system provides the opportunity where the students can take a few courses in the areas that interests them with the ultimate aim of 'learning what you want to'.

The only reason behind discussing the similarities and differences was to turn the attention of the academicians, teachers, students, policy makers and all the stakeholders towards the best practices adopted by USA and other foreign universities in their education system. The following chart attempts to compare bachelor's degree in India and abroad.

Bachelor's Degree in India vs Abroad

Bachelor's Degree in India	Bachelor's Degree in Abroad
Intense competition in the admissions process	Intense competition though lesser than India; meritocracy, in a largely supportive way
Familiar study environment; focus on theoretical learning	Intellectually stimulating environment; emphasis on practical learning
Affordable costs; Local currency and value-for-money	Higher costs yet value for money
Limited research, innovation, and support framework	Research-driven education; Unfamiliarity with university names and their value or degrees or pedagogy
Campus placements and job security; Decent ROI	A life-altering experience and an early start of a professional journey; high ROI
Limited support to develop personality & other soft-skills	Strong support and environment for forging personality and other soft skills
Easy access/proximity to home; Home advantage	Homesickness, lesser cultural support & familiarity, climatic variations

PC-<https://www.manyagroup.com/admissions/ug-in-india/>

5.5 SUGGESTIONS FOR IMPROVEMENT IN INDIAN UNIVERSITY COURSE

The following are the suggestions for improvement in Indian university course that can be considered to match the international standards of education.

- **International Rankings:** Quality of education should be improvised in order to make it to the top ranking universities.
- **Affordable Cost of Education:** Education should be made affordable at the undergraduate and postgraduate level.
- **Acquisition of Relevant Skills to Boost their Career Prospects:** The traditional concept of education must be completely transformed with an objective to fulfill newer trends and diverse career options.
- **Wide Variety of Courses:** Colleges and universities must offer wide variety of courses to the students to choose according to their choice and interests.
- **Quality of Education:** All degree-granting universities in India requires accreditation from the authorized agencies, thus, educational reforms and enhancements in the quality of education must be given due attention.
- **Placements and Job Assurances:** Colleges and universities must work upon the placements and job assurances for the students to get motivated and participate pro-actively in the teaching and learning process.
- **Project-Based Learning:** More and more project-based learning should be listed in the undergraduate courses as it gives tremendous experience plus knowledge for later use.
- **Career-Oriented Courses:** Career-oriented courses must be offered especially at the undergraduate level in India to foster industry-ready students.

5.6 LET'S SUM UP

Undergraduate education plays an important role as a grooming platform for the students in India before they embark on their careers. Although India's higher education system is the second largest in the world with more than 550 institutions and universities, along with 16,000 other colleges offering undergraduate courses in an array of academic disciplines. But, the education system of India should be planned in such a manner that India should get noticed as an excellent destination for students from various social, economic, cultural and geographical backgrounds.

5.7 INTRODUCTION OF INDIAN EDUCATION SYSTEM

Education system of India is unique in its nature as any other education system in the world. It has its own problems and prospects and every attempt have been taken to make it more student-oriented and student-centric. At regular intervals various commissions have been constituted to improve the quality of Indian education system. For instance, the conception of quality assurance cell has been implemented nationwide.

In order to ensure uniformity in the evaluation system the choice-based credit system (CBCS) has been introduced at the under-graduate and post-graduate level by providing choice-based curriculum (CBC) to have uniform education system. According to Kelkar&Ravishankar (2014), 42% of the teachers agreed that the objective of CBCS was achieved, 39% of the teachers the objectives of CBCS were not met and 18% of the teachers were uncertain. Majority of the teachers felt that the emphasis of CBCS was on evaluation only while 20% teachers felt that the emphasis was on teaching only and only 15% teachers felt that equal weightage were given to teaching and evaluation in CBCS system.

Roy, Khanam &Trribeni (2013) found an interesting inference in their study that students with science background and boys had higher level of positive attitude towards CBCS in comparison to girl students and students with Arts background. Every attempt has been made to have uniformity in India's education system ensuring the quality.

5.8 INDIAN UNIVERSITY'S CHOICE-BASED CURRICULUM (CBC)

Undoubtedly education plays a significant role in the nation building process. Higher education sector is considered as the backbone of the nation among all the sectors of education. This is because; mostly all sorts of innovations and discoveries took place within the premises of higher education. One such innovative strategy is the choice-based curriculum. Choice-based curriculum (CBC) is a new way of implementing uniform education system.

The implementation of choice-based curriculum needs to have a clear design thus the choice-based credit system (CBCS) works as the structure or the framework to provide the choice-based curriculum. CBCS gives emphasis on the continuous and comprehensive evaluation. It gives 40% weightage to the internal assessment and remaining 60% to the theory

exam. Internal evaluation consists of one test for 20 marks, one assignment for 10 marks and 10 marks: 5 marks for the active participation in the class and 5 marks for over all conduct of the learners during class hours. The choice-based curriculum acts as an innovative approach towards improvising the quality of the education and ensuring the uniformity in the India's education system.

The choice-based curriculum offers the students to choose subjects from the prescribed courses. The courses are termed as core course, elective course, optional course, major or minor courses. The CBC attempts to shift the focus from teacher centric to student centric education by permitting students for selecting the subjects of their choices. This system aims at providing flexibility to the students with respect to the number of subjects they would like to study in an entire semester. For the purpose of evaluation, the grade system is applied which is considered more valid as compared to the conventional mark system. However, there are certain aspects of CBC that need to be addressed through the pros and cons of CBC. These are as follows

5.8.1 Pros of Choice-Based Curriculum:

The following points can be considered as the merits or pros or advantages of choice-based curriculum:

1. Major shift from the teacher centre to learner centre education.
2. Learners' capacity to sustain the pressure of examination and credits work as incentives.
3. Provision of choosing soft courses of different interdisciplinary and intra-disciplinary subjects with core courses.
4. Learner can choose courses and papers as per their choice and interest.
5. It promotes learners' mobility from one institution to another.
6. There is a possibility to take Indian education system at par with the global education standards.
7. Learners can pursue their courses at different times as per their convenience.
8. Through the flexibility in the offering of the courses the learners can realize their real potentials.
9. It has broadened the base of the education system.
10. The knowledge of different soft courses may be helpful in employment.
11. With CBC all-round development of the learners or multi facets personality of learners are promoted.

12. Stress and anxiety of learners can be reduced through this learner friendly education system.
13. It enhances the work efficiency of the learners.
14. It develops the professional skills of the learners.
15. The evaluation and assessment in the education system has become uniform with CBC.
16. The maximum usage of ICT mediated teaching and learning instructions are encouraged.
17. Greater importance is given for internal assessment activities too.
18. As it has flexibility in choosing credits at one time the slow learners can get advantage from it.
19. With the common grading system equality among learners assessment can be ensured through it.
20. As it can offer different courses at one time, globally education system can be maintained through it.
21. It helps in building cohesive learning environment as everyone has to take part in the learning process as per their competencies.
22. It inculcates essential values like cooperation and healthy work ethics in the learners.
23. Work commitment habits can be strengthened of the learners.
24. Learners can regulate their learning as per their capacity and ability.
25. It gives more emphasis on seminar presentations, assignments, discussion, project, etc, based teaching.

5.8.2 Cons of Choice-Based Curriculum:

The following points can be considered as the demerits or cons or disadvantages of choice-based curriculum:

- 1) Calculation of exact marks is challenging.
- 2) Regular teaching might affect with the additional internal assessment activities and allied tasks.
- 3) Students transfer from one institution to another would be a time-consuming and tedious job.
- 4) Maintaining compatibility between core course and soft papers would be challenging.
- 5) Teachers' workload has increased tremendously.
- 6) All the students might not be able to cope up with the offer of pursuing one programme of different nature at a time.

- 7) Increment in work and burden on the part of the institution for providing the flexibility in the selection of the credits.
- 8) Mastery of one course might not be achieved with so many courses offered at a time.
- 9) As maximum authority or choices are given to the students, the level of indiscipline might increase.
- 10) Institutions of varied nature and standard may face problems in maintaining the equality in terms of students' mobility as everyone would want to move to the best institutions.
- 11) The students' positive attitude towards examination might diminish as much weightage is given to internal assessment activities.
- 12) More infrastructure will be required especially ICT mediums to accommodate each and every students.
- 13) It may create a problem in maintaining the cumulative record of each student.
- 14) The gifted or talented students might get discouraged with the process of equalization of performance.
- 15) Teachers will be engaged in planning, paper settings and arrangement for the examinations and this might hamper the research work and innovations.
- 16) The scope for subjectivity would increase as internal evaluation has 40% weightage.
- 17) Teachers will have to give extra time for planning of internal assessment activities and setting up of papers for various examinations.

5.9 COMMENTS ON INDIAN UNIVERSITY'S CHOICE-BASED CURRICULUM

Every system of education has its own uniqueness and challenges. In the following section we shall critically comment on the Indian university's choice-based curriculum. An important aspect of CBC is that the student has the freedom to choose as many subjects as per her/his capacity in the entire semester. But, at times it is possible that the student is already overloaded with some project work or personal problems, thus, the as per CBC design the student study for the subjects in the next year. It is always good to see the students at the centre of any teaching learning process. Similarly, the main objective of CBC is that it is student friendly and also it aims at preparing students industry ready.

Another important aspect of CBC is the flexibility provided to the students for the subject selection as per their interests and based on the interests of the students and the available market conditions, the content of the

subjects can be updated. CBC would also help the students with varied interests to have in-depth knowledge of any subject of their choice. For instance, a student from the humanities might have an interest in sciences can now with the introduction of CBC pursue it as this system help such students. CBC facilitates self-paced learning, i.e. the student can re-start the course from exactly she/he had left. Major inventions and innovations have direct bearing on the quality of higher education. Thus, the quality education is the major concern of the current higher education that could be assessed only with such innovative approach and universally acclaimed evaluation system i.e. CBC.

Kelkar & Ravishankar (2014) claimed that many universities/ autonomous institutions have already implemented the semester system. The also suggested that University of Mumbai has already made it compulsory since 2011. The main objectives of introducing such programmes by UGC are: Need for reforms in higher education; enhanced learning opportunities; ability to match learners' scholastic needs and aspirations; interuniversity transferability of learners; improvement in quality of education and excellence; greater flexibility to complete the course; standardization and comparability of educational programmes across the country.

Undoubtedly, CBC has added a new perspective and positivity in the existing system of higher education. It provides complete freedom and opportunity to the learners to pursue courses as per their choice and interest. It is a system of evaluation which offers maximum opportunities and avenues to the learners to learn core subjects along with the provision of additional soft courses for their holistic development. CBC is proving to bridge the gap between two students of different courses as it has a provision of offering core subjects with the addition of different soft courses. This also means that the students have an opportunity to pursue core subjects as well as soft course of other department simultaneously.

5.10 SUGGESTIONS FOR IMPROVEMENT IN THE CHOICE-BASED CURRICULUM

Currently the research activities got much attention and that is why it has become necessary to reform the education system especially the higher education system. This is because to put it on the path of academic efficiency, efficacy and excellence. In India, the higher education is imparted majorly from universities and colleges. Several of them have already adapted the semester system in order to make the higher education more compatible. Some of the major suggestions for improvement in the Indian curriculum is as follows:

- Similar to the flexibility offered for the undergraduate and postgraduate courses, there should be a flexible system of education so that students pursuing professional and non-professional courses can opt for courses as per their choice and interests.

- The choice of the subjects that are going to be offered as the core subjects and the electives subjects must be based on various parameters and need to be evaluated efficiently.
- The elective courses should be offered from other discipline also, to create the interest of the students in other courses as well.
- Project related work should also be given as options in the elective courses' list.
- The CBC can also provide generic electives that might be out of the subjects for a better exposure in other fields.
- Elective subjects should be based on the ability enhancement like soft skills, spoken English, skill enhancement of the students.
- Professional training should be given to the teachers to handle the CBC design efficiently.
- Provision for both percentage and grading system should be offered.
- Its adaptation should be mandatory to all the colleges and universities.
- Equalization in standard of education system should be maintained in order to check the mobility of the students.
- Guidance and counselling sessions should be arranged for the teachers and students to make CBC more effective.
- The gap regarding the quality of education and provision of infrastructure between central and state universities should be taken care of.

Indian education system is producing graduates who might be eligible for a job but are not employable. The common reason behind it is because they are lacking in knowledge, skills, values, confidence and academic efficiency as a whole. The present scenario of Indian higher education system urgently needs necessary reformation and transformation. CBC can be considered as the desired innovative approach that may work out for Indian education system as it is considered as globally claimed evaluation system.

5.11 LET'S SUM UP

Present education system of India has got spread across the country in the form of Primary Education, Secondary Education and Tertiary Education. The last one of education sector has much importance in the process of developing nation. Major inventions and innovations have direct bearing on the quality of higher education. So, quality is the major concern of the present higher education which could be judged and assessed only by the universally acclaimed system of evaluation and this could be possible through the CBC. The CBC shall definitely help the students to study freely and perform as per their potentials and capabilities and in this way we might bring the best from each and every student.

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5.13 FORMAT OF A REPORT

A report is a written document that is concise, short, sharp, for a particular purpose and audience. Generally a report consists of analyses that often make suggestions for improvement. As it is a factual paper, thus, it needs to be clear and well-structured.

The following is a format of a report for reference purpose:

Step 1: Be clear with the topic: It is the most important requirement to write a valuable report to be clear with the topic of report.

Step 2: Let the topic stay in mind all the times: This shall help you to be focused and on the right track. It shall also help you to discard any irrelevant information and help you in preparing a report for you audience.

Step 3: The Structure of a Report: Like the precise content, requirements for structure vary, but commonly as a rough guide, you should plan to include at the very least an executive summary, introduction, the main body of your report and a section containing your conclusions and any recommendations.

Step 4: Executive Summary: The executive summary or abstract for a report is the brief summary of the entire report. The summary should not be more than half a page. It must summarize the entire report.

Step 5: Introduction : The introduction sets out what you plan to say and provides a brief summary of the problem under discussion. It should also touch briefly on your conclusions.

Step 6: Report Main Body: The main body of the report has to be carefully planned and structured in a way that it leads the audience or the readers towards the issue thoroughly.

Step 7: Conclusions and Recommendations: This is the last part of the report as it deals with the inferences that you draw from the information provided in the entire report.

