



Farook Training College Innovative Academia (FTCIA)
Online Collaborative Learning Project (OCLP)

Pre-Edited Version of Study Materials.

(Chance for minor errors)

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Online Collaborative Learning Project (OCLP)

Project Team:

Project Head: Dr. T. Mohamed Saleem. Principal

Project Director: Dr. K. Vijayakumari. Associate Professor

Associate Directors:

- 1. Dr. G. Manoj Praveen. Associate Professor.**
- 2. Dr. Niranjana. KP. Assistant Professor**

Student Directors:

- 1. Muneera. K**
- 2. Nasla Mol K.**

M Ed. IV. Sem. MED 14.2 Higher Education

Module 1

Higher Education – Context and Linkages

Introduction

India's higher education system is the world's third-largest in terms of students, next to China and the United States.

India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence.

In the prestigious Quacquarelli Symonds (QS) World University Rankings 2020, only three Indian Universities- IIT-Bombay, IIT-Delhi and IISc (Bangalore)- have been included in the top 200 institutes.

GOALS OF HIGHER EDUCATION

Higher Education: Aims and Objectives

- 1. Seek And Cultivate New Education:
- 2. Cultivate new education by pursuing research in every area of education
- 3. Work for search of truth and verify the existing truths
- 4. To Provide right kind of Leadership:
- 5. In every walk of life
- 6. To Provide competent men and women to society
- 7. To Promote equality and social justice: through diffusion of knowledge
- 8. Values and Attitude: for Creating Good Life

MAJOR OBJECTIVES OF HIGHER EDUCATION

The objectives of higher education are as follows:

- (1) *Wisdom and knowledge***
- (2) *Aims of the social order***
- (3) **Love for higher values of life****
- (4) **Training for leadership****

1. WISDOM AND KNOWLEDGE

- ✦ Since education is both a training of minds and training of souls, it should give both knowledge and wisdom. No amount of factual information would take ordinarily into educated men unless something is awakened in them. Therefore, there should be inculcation of wisdom and knowledge.**

2.AIMS OF THE SOCIAL ORDER

- ✦ Our education system must find its guiding principle in the aims of the social order for which it prepares. Unless we preserve the value of democracy, justice, liberty, equality and fraternity, we cannot Preserves our freedom.**

3.LOVE FOR HIGHER VALUES OF LIFE

- ✦ The greatness of a country does not depend on the extent of its territory, the length of its communication or the amount of its wealth, but on the love for higher values of life. We must develop thought for the poor and sufferings, regards and respect for women, faith in brotherhood regardless of race, color, religion etc.**

4. TRAINING FOR LEADERSHIP

- ✦ One of the important aims of higher education is the training for leadership in the profession and public life. It is the function of universities to train men and women for wise leadership.**

THE NATIONAL POLICY ON EDUCATION-1986 VIEWED HIGHER EDUCATION AS FOLLOWS:

“Higher education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skill. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system.

FACTORS DETERMINING GOALS

1. POLICY
2. HUMAN RESOURCES
3. TECHNOLOGY
4. EMPLOYABILITY

- Philosophy of life
- Population
- Globalization
- Developments and innovations
- Society
- National integration
- Economy
- Elements of human nature etc

POLICY

Schemes for Higher Education

Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in institutions is the constitutional obligation of the Central Government. The Central Government provides grants to UGC and establishes Central Universities in the country. Meritorious students, from families with or without necessary means, need an incentive or encouragement to keep on working hard in their studies and go to the next level of education in their academic career. This is where the scholarships and education loans play a crucial role.

Following are some significant fellowship schemes/scholarships awarded by the various institutions:

Scheme of Apprenticeship Training

National Scholarships

Post-Doctoral Research Fellow (Scheme)

Junior Research Fellowships for biomedical sciences

All India Council for Technical Education Scholarships

Department of Science and Technology grants and fellowships

DST's Scholarship Scheme for Women Scientists and Technologists

Biotechnology fellowships for doctoral and postdoctoral studies by DBT

Scholarships /Awards at Undergraduate & Postgraduate level in various science

courses at the University of Delhi

Fellowships/Scholarships/Awards by the Jawaharlal Nehru University

Sports Authority of India promotional schemes

Empowerment of Persons with Disabilities - Schemes/Programmes

Scholarship Schemes for ST Students by Ministry of Tribal Affairs

Post-matric Scholarships for SC /ST students

Scholarships for Minority Students

HUMAN RESOURCES

TECHNOLOGY

EMPLOYABILITY

IMPACT OF GLOBALISATION ON HIGHER EDUCATION

PRIVATE PUBLIC PARTNERSHIP IN HIGHER EDUCATION

ROLE OF ADVERTISEMENTS ON HIGHER EDUCATION

**NEED FOR AWARENESS TO CHOOSE
RIGHT COURSES IN THE RIGHT TIME**

GROWTH AND DEVELOPMENT OF HIGHER EDUCATION IN PRE-INDEPENDENCE PERIOD AND IN INDEPENDENT INDIA

15 Marks Questions

Module 2

Structure and Organisation of Indian Higher Education

The activities of the university are organised and supervised by the following authorities of which the visitor (president) in central university and the chancellor (governor) in state university.

The pro-chancellor

- The minister for the time being administering the subject of education in the state shall be the pro chancellor the university.
- In the absence of the chancellor or during his inability to act, the Pro- chancellor shall exercise all the power and perform all the function of the chancellor.
- The chancellor may, if he consider it necessary, appoint a pro-vice chancellor
- No person who is more than 56 years of age shall be appointed as pro-vice chancellor
- The pro vice chancellor shall be a all time salaried officer of the university
- The pro-vice chancellor shall hold office for term of 4 years and shall be eligible for re appointment.

- Salaries and other conditions of service of the pro vice chancellor shall be determined by the chancellor .
- Subject to the provisions of this act, and statutes, ordinance and regulations, the power and functions of the pro-vice chancellor shall be determined by the chancellor in consultation with the vice-chancellor.

The vice-chancellor:

The vice chancellor shall be appointed by the chancellor on the unanimous recommendation of the committee appointed by him consisting of three members.

One elected by the Senate, one nominated by the grant commission chairman of the University Grants commission and the third nominated by the chancellor.

The chancellor shall appoint one of the member committee to be its convener.

The committee shall make its recommendation within a period of three months of its appointment.

The Senate:-

The senate is the supreme authority of the University.

It consist of 16 Ex-Officio members including the Chancellor (Governor of Kerala),the Pro-Chancellor or (Minister of Education),the Vice Chancellor and Pro Vice Chancellor and 109 other members representing various spheres of life.

The Senate has the power to review the action of the Syndicate and Academic Council save where the Syndicate or the Academic Council has acted in accordance with the powers conferred upon it under the Act, the Statutes, the Ordinance or the Regulations and shall exercise all the powers of the University not otherwise provided for by the Act or Statutes.

The Syndicate

The syndicate is the chief executive body of the University. It consists of 6 Ex-Officio members including the Vice-Chancellor, Pro Vice-Chancellor, Higher Education Secretary, Director of Public Instruction, Director of Collegiate Education, Information Technology Secretary and 14 members elected from the Senate from among themselves and four members who are experts in the field of Information Technology and Biotechnology. The general superintendence and control over the institutions of the University including the executive powers are vested in the Syndicate.

The Academic Council

The Academic Council is the supreme body of the University. It advises the Senate and the Syndicate on all academic matters including prescribing the courses of studies, making regulation on students' admission and examination, instituting faculty positions and making proposals for the instruction, training and research in such branches of learning as it may think fit.

The Faculties

Faculties, constituted as prescribed by the Statutes from time to time, shall have charge of the teaching and the courses of study and research in the subjects as may be assigned by the Ordinance or Regulations, subject to the control of the Academic Council. Each faculty has the power to make recommendations to the Academic Council/Syndicate in all matters relating to the organization of the courses of study, examination and research in the subject of study comprised in the Faculty.

Dean of Faculties

The Board of Studies

Boards of Studies are constituted separately for both PG and UG. There are also single Boards of Studies. At present, the University has 95 Boards. Members of the Boards of Studies hold office for a period of three years. The basic design of the curricula is done by the Board of Studies. The Board decides the pattern of examination, the nature of the student assessment and also gives direction about the conduct of examination, besides drawing up the Syllabi. List of Board of Studies

The Students' Council

The Students' council makes recommendations of the Syndicate and Academic Council in matters relating to the academic work of the students. The Council consists of 22 elected members from various Colleges and University Departments and six ex-officio members including the Vice Chancellor who is the Chairman of the Council.

The Finance Committee

The Finance Committee advises the University on all matters relating to finance. The Committee consists of the Vice-Chancellor, Pro Vice-Chancellor, representatives of the Senate, the Syndicate and the Academic Council (one each, elected among themselves), the Finance Secretary to Government or an Officer not below the rank of a Joint Secretary nominated by him and the Higher Education Secretary to Government. The Finance Officer is the Secretary of the Committee.

The Registrar

The registrar shall be a whole-time salaried officer of the University and shall be appointed by the Syndicate for such period and on such terms as may be prescribed by the Statutes.

The Registrar shall exercise such powers and perform such duties as may be prescribed by the Statutes.

Suits by or against the university shall be instituted by or against the Registrar.

The Controller of Examinations:

The Controller of Examinations shall be a whole-time-salaried officer of the University and shall be appointed by the Syndicate for such period and on such terms as may be prescribed by the Statutes.

The Controller of Examinations shall exercise such powers and perform such duties as may be prescribed by the Statutes.

The Finance Officer

The finance Officer shall be a whole-time-salaried officer of the University and shall be appointed by the Syndicate for such period and on such terms as may be prescribed by the Statutes.

The Finance Officer shall exercise such powers and perform duties as may be prescribed by the Statutes.

Appointments to be notified: the appointments of the Vice Chancellor, the Pro-Vice-Chancellor, the Registrar, the Controller of Examinations and the Finance Officer shall be notified in the Gazette.

Powers and functions of the Senate

The Senate shall be the supreme of the University and shall have the power to review the action of the Syndicate and the Academic Council save where the Syndicate or the Academic Council has acted in accordance with the powers conferred upon it under this Act, the Statutes, the Ordinances or the Regulations, and shall exercise all the powers of the University not otherwise provided for by this Act or the Statutes.

- Provided that if any question arises as to whether the Syndicate or the Academic Council has acted in accordance with such powers as aforesaid or not, the question shall be decided by the Chancellor and his decision shall be final.
- Save as otherwise expressly provided in this Act, the Senate shall have the following powers, namely
- To determine what degrees, diplomas and other accademic distinctions shall be granted by the university;
- To make amendor repeal Statutes either of its own motion or on the motion of Syndicate;

- To cancel or amend by a majority of the total membership of the Senate and by a majority of not less than two-thirds of the members present and voting, any Ordinance passed by the Syndicate or any Regulation passed by the Academic Council.
- Provided that no Regulation shall be cancelled or amended by the senate without giving the Academic Council an opportunity to state its opinion on the proposed cancellation or amendment;
- To institute fellowships, scholarships, studentships, bursaries, medals and prizes and organise exhibitions in accordance with the provisions of this Act and the Statutes, Ordinances and Regulations;

- To institute professorships, readerships, lectureships and such other teaching or research posts as it may deem necessary;
- To establish and maintain such institutions as it may from time to time deem necessary;
- To prescribe with the previous concurrence of the Government the terms and conditions of service of the employees of the University.
- With the previous concurrence of the Government, to regulate the emoluments and prescribe the duties and conditions of service of teachers and non-teaching staff in private colleges;

- To review and take such action as it may deem fit on the annual report and the annual accounts of the University which shall be placed before it by the Syndicate and to consider and pass the budget according to the provisions of the Statutes;
- To cancel any degree, diploma, title or any other distinction granted to any person in accordance with the provisions of the Statutes;
- To make Statutes regulating the method of election to the authorities of the University, the procedure at the meeting of the senate, the Syndicate and other authorities of the University and the quorum of members required for the transaction of the business by the authorities of the University other than the Senate:
- To cooperate with other Universities and other authorities in such manner and for such purposes as it may determine:

- The Vice-Chancellor may, whenever he thinks fit and shall, within thirty days of the receipt of a requisition in writing signed by not less than one-fourth of the total number of members of the Senate, convene a special meeting of Senate.
- When a special meeting is convened on requisition no subject other than that shown in the requisition shall be considered at the meeting.

TYPES OF UNIVERSITIES

Universities**Total
No.**

State Universities

359

Deemed-to-be Universities

123

Central Universities

47

Private Universities

260

Deemed-to-be**Autonomous****Private**

Can decide their own syllabus	More academic freedom to change courses and syllabus	Can decide their own syllabus
Can grant diploma or degree to students	Degrees are mostly awarded by affiliated university (except for some Central / state funded institutes like IIMs and IITs)	Can grant diploma or degree to students, post approval from UGC
Full autonomy or independence in deciding courses, syllabus, admissions and fees	Independent control over their daily operations, syllabus, admission procedure	Needs to adhere to UGC rules and regulations for daily operations
Autonomy granted by Department of Higher Education (DHE), MHRD, on the advice of UGC	Fall under the administrative control of Department of Higher Education (DHE), MHRD	UGC approved institutes

Functions of the Apex Bodies

Some of the common functions and work of the various apex bodies include:

- Maintaining uniform standards of that particular field of education in India
- Regulating the curriculum in the training of professionals
- Regulating the level of examinations and qualifications
- Funding in priority areas, monitoring, and evaluation
- Bringing standardization of training courses for professionals
- Prescribing minimum standards of education and training of various categories of professionals
- Maintaining parity of certification & awards
- Aiding in development, training and research
- Conducting various entrance tests

University Grants Commission (UGC)

University Grants Commission (UGC) was formally inaugurated by late Shri Maulana Abul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research on 28 December 1953.

It is a constitutional body that was started in 1956.

It was set up by the Union Government of India to ensure that the standard of the University education in India is maintained. Professor Ved Prakash was heading this institute when it started and he was a great academician.

In order to ensure effective region-wise coverage throughout the country, the UGC has decentralized its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore

The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi, with two additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi as well.

FUNCTIONS OF UGC

In 1957 almost all the universities came under the control of the UGC. The UGC controls the following in India: Disbursing grants to the universities and colleges. Maintaining the standard of research, teaching and examination in the universities. Promoting university education Making regulations to maintain the minimum standard of education in the country It is a link between the union government and the institutes of higher education It also advises the government about the steps to be taken in order to improve the education system.

NAAC

The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country.

It is an outcome of the recommendations of the National Policy in Education (1986) which laid special emphasis on upholding the quality of higher education in India. To address the issues of quality, the National Policy on Education (1986) and the Plan of Action (POA-1992) advocated the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore.

FUNCTIONS OF NAAC

The National Assessment & Accreditation Council (NAAC) stresses on making quality assurance, an integral part of the functioning of higher education institution. The mission statements of the NAAC aim at translating the NAAC's vision into reality, defining the following key tasks of the organization:-

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programme or projects.
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions.
- To encourage self-evaluation, accountability, autonomy and innovations in higher education.
- To undertake quality-related research studies, consultancy and training programme.
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Council of Scientific and Industrial Research (CSIR)

Council of Scientific and Industrial Research (CSIR) is an organisation of the central Government. This council was formed by the approval of central Legislative Assembly in the year 1942. It is an autonomous organisation. The council helps to provide opportunities for conducting research in the field of science and industry.

Functions of CSIR

- To provide relevant data in field of science and industry after conducting research.
- To sponsor research programmes and projects in the field of science and industry
- To sanction

ROLE OF HIGHER EDUCATION COUNCIL

The Council shall have the following general responsibilities and functions, namely:

- (a) to render advice to the Government, Universities and other institutions of higher education in the State;
- (b) to coordinate the roles of the Government, Universities and apex regulatory agencies in higher education within the State;
- (c) to evolve new concepts and programmes in higher education;
- (d) to provide common facilities in higher education without impinging upon the autonomy of other institutions of higher education.

~~For the furtherance of the above responsibilities and functions, the Council shall specifically undertake the following, namely:-~~

a) provide academic input to the Government and to the Universities, research institutions and other centers of higher education in the State for the formulation and implementation of the policies on higher education and evolve a perspective plan for the development of higher education, suo moto or on the suggestion from Government or requests from Universities or other institutions;

(b) undertake independent research for the generation of new ideas for the promotion of social justice and academic excellence in higher education, hold awareness programmes for the academia and initiate or propose or pilot projects on an experimental basis in selected higher education institutions for implementation of the new ideas;

(c) undertake human resources development planning for the State and plan the growth and development of higher education in accordance with such planning;

d) evolve guidelines for linkages of an academic nature between higher education institutions in the State and institutions within and outside the country;

(e) evolve programmes in order to promote the relevance of higher education for the economic, social and cultural development of the State;

(f) review existing guidelines and furnish recommendations for regulating admissions to various courses and for appointments to the posts of teachers and teacher-administrators in Universities, colleges and other institutions of higher education;

(g) suggest improvements in curriculum and syllabi in accordance with the changing societal and academic requirements and facilitate the development and publication of appropriate teaching material, including textbooks, educational softwares and e-learning facilities in order to improve the quality of education;

(h) advise the Government on the starting of new courses, colleges, and other higher education institutions in the State;

(i) make proposals for the generation and utilisation of funds in accordance with the objectives of this Act;

(j) evolve general guidelines for the release of grants by the Government to Universities and other institutions of higher education and to advise the Government about the release of such grants to each University and other institutions of higher education;

(k) evolve schemes for providing equitable opportunities for higher education and scholarships and freeships and financial assistance to the needy students and coordinate implementation of Scheduled Castes and Scheduled Tribes and other eligible backward classes welfare programmes of the Central and the State Governments and other Central and State Level Funding Agencies;

- l) undertake necessary steps for establishing inter-linkages between research and learning processes;
- (m) promote extension activities in colleges, institutions and Universities and encourage their integration into the curriculum so that the students and teachers become sensitive to social issues;
- (n) promote sports and cultural activities in the colleges, other institutions and Universities and integrate them with the co-curricular activities;
- (o) perform such other functions for the realisation of the twin objectives of social justice and excellence in higher education;
- (p) suggest steps for promoting democratisation and academic autonomy of Universities and other institutions of higher education;
- (q) evolve schemes to sensitise the students to environmental and gender issues.

Financing higher education

- India urgently needs to focus on higher education.
- The country's comparative advantage in the service sector and in knowledge-based work depends on it.
- The government aims to increase the gross enrolment ratio (percentage of people aged 18 to 23 in higher education) from 19.4% (All India Survey of Higher Education 2013, AISHE) to 30% by 2020-21.
- This means—accounting for population growth—adding about 19 million to the 28 million currently enrolled in higher education programmes.

- As the AISHE and other studies point out, most of this addition will be in professional streams.
- Engineering and medicine constitute about 21% of total enrolment currently.
- These and other professional streams, including accounting, management, law, and information technology, are expected to displace the arts and sciences as the preferred higher education choice.
- The professional streams are being fuelled by private sector participation.
- As of 2012, 86% of engineering colleges and 51% of medical colleges were privately managed.
- The share of the private sector in enrolment had risen from 32.9% in 2000 to 58.9% in 2012.

2 Marks Questions

5 Marks Questions

15 Marks Questions

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Module 3

Learning and Teaching in Higher Education



LEARNERS CHARACTERISTICS

- **Good learners are curious**

A learner is never satisfied. They are always hungry for information, love the discovery and try to find out the solution to problems.

- **Carefully understanding**

A learner possesses the attribute of careful understanding. Most of the knowledge be gained with the hard work and efforts. A learner should try to understand the subject matter carefully.

- **Growth and development**

Learner's characteristics are subject to his mental and intellectual growth and development.

- **Willingness to learn**

A learner is always willing to learn and open for information. He has a broad mental space and accepts the changes consistently.

- **Internal motivation**

Motivation is an important factor for a learner to achieve goals. Learners differ in their capacity of motivation. Some learners are easily motivated while some feel hesitation for a long time before they get motivated.

- **Application of mind and creativity**

All learners have different approach to their lives. They have the ability to explore the things and think innovations.

Self-Belief

Personal Responsibility

Emotional Maturity

Motivating Purpose

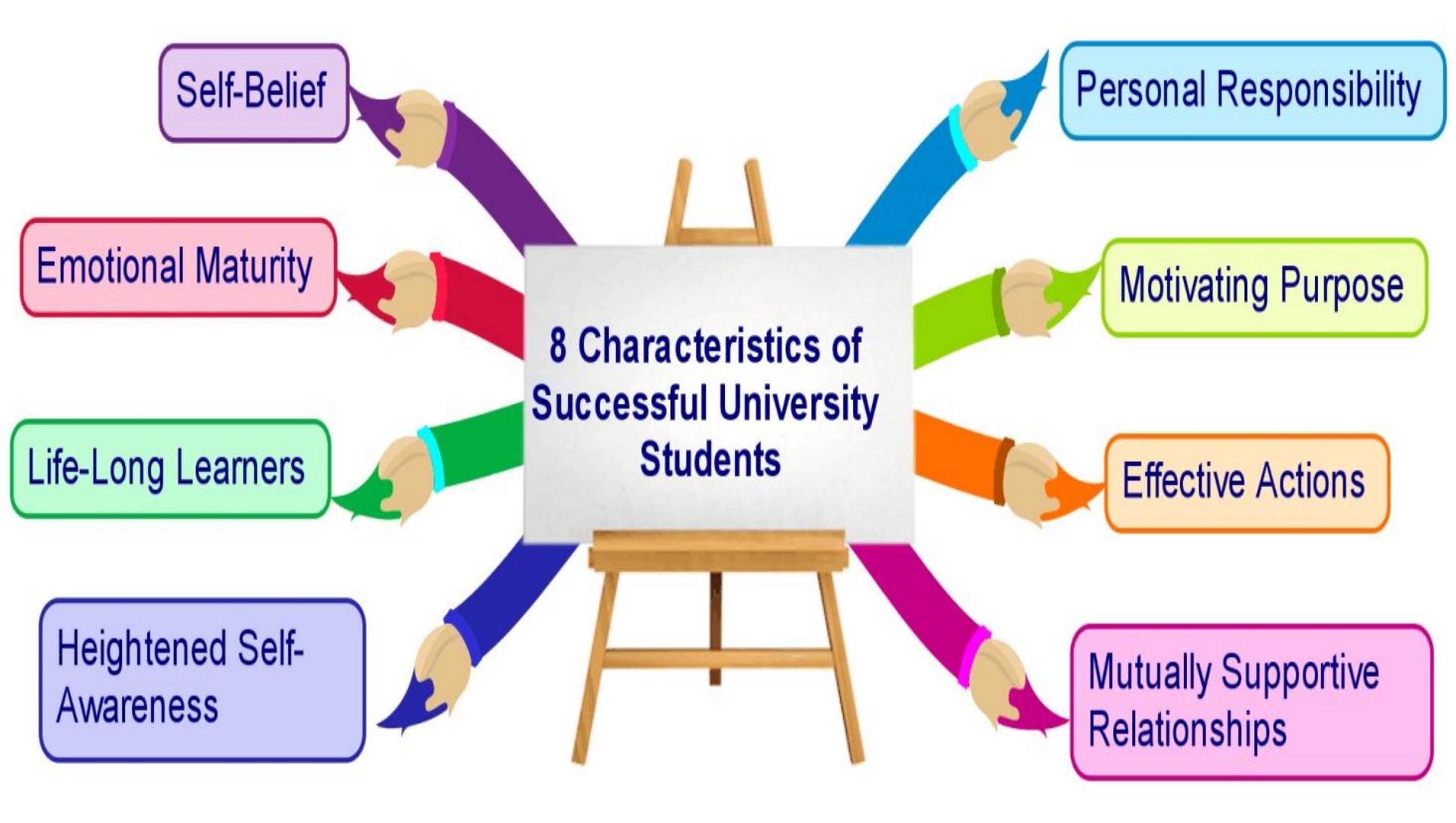
Life-Long Learners

8 Characteristics of Successful University Students

Effective Actions

Heightened Self-Awareness

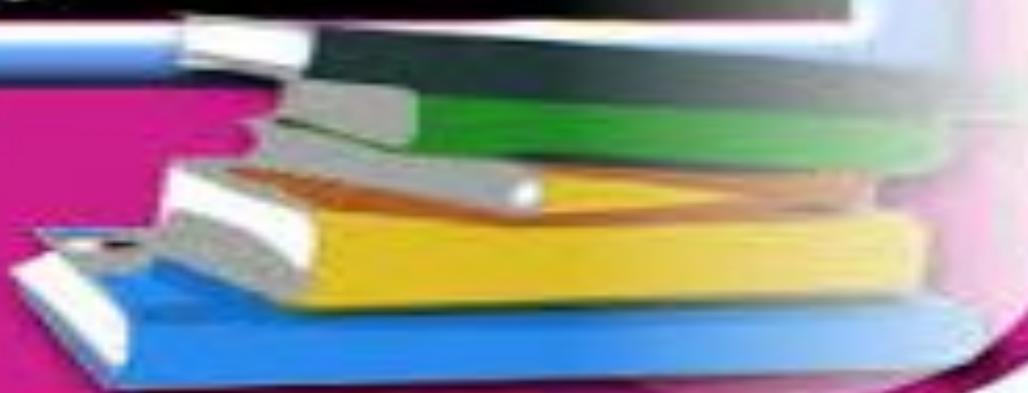
Mutually Supportive Relationships



What are Study Skills?

- **Study skills** are approaches applied to learning. They are considered essential for acquiring good grades, and useful for learning throughout one's life towards successful education
- There are an array of study skills, which may tackle the process of organizing and taking in new information, retaining information, or dealing with assessments. They include reminders, which aid the retention of lists of information, effective reading, and concentration techniques, as well as efficient note taking.

Steps
Skills



Important Study Skills

- Time Management
- Information Skills
- Listening to Lectures and Taking Notes
- Academic Reading Skills
- Academic Writing Skills
- Referencing and Avoiding plagiarism
- Presentation Skills
- Working in Groups
- Examination Skills

FIELD VISIT

- Field trip is an educational procedure by which the learners obtain **first hand information by observing places, objects, phenomena and processes in their natural setting.**



On Field Trips

Field trips are excursions to locations selected for educational purposes, during which children interact with exhibits, facilities, and surroundings in their functional settings to gain an experiential connection to ideas, materials, or phenomena they study (from afar) in the classroom.

Field trips are commonly the most memorable scholastic experience of children (and young students) in their formative years. Regardless of content area, this is because they inspire situated learning in integrated and interacting personal, social, and physical contexts.

VALUES OF FIELD VISIT

- Gives first hand experiences
- Supplements and enriches classroom teaching
- Creates spirit of scientific enquiry
- Gives training in observation
- Stimulates interest in nature and learning
- Correlates the school life with the outside world

DISCUSSION

Classroom discussion is a practice in which the instructor and students share views on a specific topic previously lectured. Promoting and facilitating classroom discussions can not only help students learn from one another but also help students understand and retain the lecture better.



ADVANTAGES OF DISCUSSION METHOD

- **Increases students' interests and engagement** – lectures mixed with discussions can help maintain students' focus. As they discuss their answers, they get different perspectives on the topic. Good questions and answers can get students to think deeply and make connections.
- **Provides Instructor with Feedback** – as students answer questions, instructors can gauge whether the students understand the materials. If a student answers the question incorrectly, instructors can then help students correct their answer.
- **Promotes Preparation** – if the instructor regularly engages students in a classroom discussion, then students are more likely to come in prepared in class such as asking questions about assigned readings.

Cont....

- **Develops Students' Speaking Skills** – in many professional settings, speaking in a group is essential. Instructors prepare students to speak confidently in front of their peers. Public speaking is a skill that improves with more practice. So when an instructor promotes classroom discussions, they are preparing their students for real-world settings.
- **Controls The Classroom Environment** – if a student is not paying attention in class, the instructor can call upon them so he/she can focus in class better. As a result, students are more attentive to what's happening during the lecture and discussion time.

MODERN TECHNOLOGY IN INSTRUCTION

The Technology has changed the world of Teaching and Learning Instruction

How we use makes the Difference

Why use technology?

Interactivity

Content delivery/revision

Managing learning and resources

Collaboration

Communication

Sense of cohort

Variety of teaching and learning preferences

Formative and summative assessment

How does this help?

- ❑ Allows students more control of their own learning
- ❑ Allows lecturers to guide more, teach less
- ❑ Allows student to build up knowledge, and become part of the teaching process
- ❑ Can provide some really engaging learning experiences
- ❑ Teachers can provide “scaffolding” and safety nets
- ❑ “At risk” students can be identified more quickly
- ❑ Collaborating can be very well supported

Integrating Internet-based Technology into Teaching/Learning Instruction

provides opportunities for more learner-centered instruction

permits instruction to be contextualized

allows students to explore, make mistakes, and learn from their errors

leads to more active and interactive modes of instruction and

results naturally in greater collaboration, cooperation, and small group work

What technological Teaching

2 Marks Questions

5 Marks Questions

15 Marks Questions

Module 4

Curriculum and Evaluation in Higher Education

“Curriculum Evaluation is the collection and provision of evidence, on the basis of which decisions can be taken about the FEASIBILITY, EFFECTIVENESS and Educational VALUE of curricula.”
(Cooper, 1976).

Semester system

- A semester system allows greater freedom and scope for designing and delivering a variety of courses that the student can pick to enhance the quality of learning.
- Through this system, students attend the college regularly without failing as there is a regulation of compulsory 80% attendance.
- A typical college semester can be lasts 6 months,so half a year.A bachelor's degree with a duration of 6 semesters therefore takes 3 years,while a master's degree with 4 semesters take two years.

Features of ideal semester

- It will provide an opportunity to the students for continuing learning, assessment and feedback.
- It facilitates a better understanding of the subject.
- More emphasis is laid on class interaction because of constant engagement between teachers and students.
- Examinations are held within months(what is studied will remain afresh in their brain.)
- The syllabus load will be less.
- Different topics need not be combined in the same paper.
- Students get more chances to improve.

Grading

- Grading in education is the process of applying standardized measurements of varying levels of achievement in a course .
- Grades can be assigned as letters.(for example, A through F), as a range (for example, 1 to 6), as a percentage,or as a number out of a possible total(for example,out of 20).
- In some countries grades are averaged to create grade point average(GPA) and cumulative grade point average(CGPA)

Choice based credit and semester system

- Choice based system:- It is a student -centric course which allow students to choose their subjects.
- It provides a learning platform to the student or knowledge seeker has the flexibility to choose their course from a list of elective, core and soft skill courses.
- Credit system is a systematic way of describing an educational programme by attaching credits in higher education systems may be based on different parameters,such as student workload,learning outcomes and contact hours.
- CBCS provides flexibility in preparing the curriculum and granting credits based on the course intensity and teaching hours.

What is choice based credit and semester system?

- The CBCS system follows the semester pattern constitute an academic year, Grading and evaluation of students performance in each subject takes
- **It is a student-centric course which allows students to choose their subjects. The subjects can be at a basic or advanced level. Instead of the conventional marking system, CBCS system uses credits.**
- This system provides flexibility in preparing the curriculum and granting credits based on the course intensity and teaching hours. This helps students to pursue courses of their choice, study at their own pace, learn extra courses and acquire more than the required credits.

How Does CBCS Work?

CBCS works on the simple principle of the choice being in students hand.



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Benefits Of CBCS System

- CBCS allows students to choose subjects that they find interesting. Students perform better when they learn about things they like.
- Students can take up varied subject combinations like economics-microbiology, physics-accounts, English-chemistry, etc. with the conventional education system this was not possible.
- CBCS system prepares students for the future. Industries want employees who are all-rounders with multidisciplinary knowledge and not students with knowledge about just one stream. Thus, CBCS imparts job-oriented skills.
- Students can change subjects every semester. This helps them to learn about various fields and recognize where their talent lies.
- As students choose their own subjects they learn to make decisions which are beneficial for them. This helps students to become self-reliant at an early age.
- CBCS offers students to study at different times and at different Institutes to complete a course.
- As the grading system is the same across all universities in India, a student can easily transfer from one university to the other. Students pan India have a uniform course.
- If a student falls sick or is unable to cope they can choose fewer subjects and earn less credits in one semester. They can then compensate for the lost credits in the next semester.
- CBCS takes Indian education on par with global standards.

Interdisciplinary semester.

- **Interdisciplinarity** or **interdisciplinary** studies involves the combining of two or more academic disciplines into one activity (e.g., a research project). It draws knowledge from several other fields like sociology, anthropology, psychology, economics etc. It is about creating something by thinking across boundaries.
- CBCS will encourage students to learn in an interdisciplinary manner, in which teachers from varied disciplines design a curriculum, instruct the class and grade teams. Students can opt for courses of their choice, learn at their own pace, take additional courses and get more than the required credits.

Inter institutional semester

The inter-institutional system is one of the central innovations of the institutional logics perspective. Developed as a model of ideal types, the chapter discusses the inter-institutional system's usefulness as a theoretical and methodological tool for developing institutional logics research. In particular, it discusses how it can be used to identify solutions to theoretical problems in institutional analysis, such as the partial autonomy of social structure and action, the definition of an institutional field, and the relationship between the concepts of power and agency.

Inter-Institutional Enrollment. ... Students register for courses at both their home and host **institutions**, but are billed only by their home **institutions**.

Trends in curriculum

- Curriculum is broadly defined as the totality of student experiences that occur during the process of education.
- AR and VR Education Software Tied to Curricular Standards. ...
- Citizenship and Digital Citizenship Curricula. ...
- Cartoon-ish and Simplistic Game-Based Learning Tied to State Testing. ...
- Increasingly Sophisticated Game-Based Curricula Across Disciplines. ...
- Standards-based Grading Technologies.
- Integration of Curricular and Co-Curricular Learning
- Reductionist Data Analysis Driving Curricular Decisions
- Curricula Focused upon Non-Cognitive Skill Development
- Experiential Education Curricula
 - Self-Directed Learning Management Tools
- (a bonus item) New Definitions for Educational Quality

Process of curriculum improvement

Curriculum must be characterized by a balance of knowledge, skills and attitudes. ...

Curriculum development involves a variety of activities namely the creation of planned **curriculum**, pedagogy, instructional material, delivery methods and **evaluation** for making the student **learning process** effective.

Curriculum is the rational conversation between learner and coursework in **higher education**. It is the students' experience, on any given campus, of any given course; each syllabus represents one sequential or supporting piece of evidence that students have indeed engaged the institution.

5 Ways Policy Makers Can Improve the Quality of Education

1. Acknowledge and address overcrowding.
2. Make funding schools a priority.
3. Address the school-to-prison pipeline.
4. Raise standards for teachers.
5. Put classroom-running and curriculum-building decisions in the hands of the community.

Process of curriculum development

Phases of Curriculum Process



Curriculum development

PROCESS OF CURRICULUM DEVELOPMENT

- **Assessment of educational needs**
- **Formulation of objectives**
- **Selection and Organization of Content**
- **Selection and Organization of Learning Experiences**
- **Evaluation**

Evaluation

- Systematic process of determining and appraising the proficiency level.(accomplishment and performance on expected objectives) of a system.
- Determining the extent to which pre-determined instructional objectives are achieved.
- Judging the effectiveness of a programme-the design, process, product, resources, content, method etc.
- Evaluation of
- -Curriculum Goals(VALUE),Curriculum objectives(EFFECTIVENESS)
- Organization and implementation of Curriculum(FEASIBILITY)

Types of evaluation

There are two primary **types** of **evaluations** — formative and summative — that assess academic **curriculum** for effectiveness.

Within each major category, you'll find **different models** that guide the **assessment** process when it comes to information that you need and how to gather it.

i) **Formative**:- During curriculum development-for Improvement-experiments.

ii) **Summative**:- Effective after implementation-Realization of Objectives.

iii) **Diagnostic**:- Placement of students especially with an understanding of deviant students.

Why,What, How of evaluation at higher education.

WHY:- The **evaluation** has been part of academic life for many years. It has also been widely used as a general measurement of teaching performance. Student **evaluations**, in turn, serve to provide guidance on improving **educational** delivery and serve as performance indicators for professors and universities alike.

Assessment serves as an individual **evaluation** system, and as a way to compare performance across a spectrum and across populations. ... The **purpose of assessment** is to gather relevant information about student performance or progress, or to determine student interests to make judgments about their **learning** process.

WHAT

Student **evaluation** of teaching practices may be conducted by means of **evaluation** sheets, questionnaires, group discussions or electronic questionnaires.

The main **types of evaluation** are process, impact, outcome and summative **evaluation**.

HOW

1. Change Weighting Scale. When calculating a final grade for report cards, teachers use student assignments, tests, quizzes, and exams collected over the semester. ...
2. Use Informal Observation. ...
3. Allow for Self-Assessment. ...
4. Provide Multiple Test Formats.

Balancing formative and summative assessment

Balancing formative and summative assessment

1. Students need **formative assessment**, but are motivated by **summative assessment**. ...
2. Feedback should be timely. ...
3. Students need to have the opportunity to practice. ...
4. **Formative and summative assessment** are not mutually exclusive.
5. In this sense, **formative assessment** informs both teachers and students about student understanding at a point when timely adjustments **can** be made. ... **Formative assessment** helps teachers determine next steps during the **learning** process as the instruction approaches the **summative assessment** of student **learning**.
6. **Balancing Formative and Summative Assessment**. Not all **assessment** activities have to be graded. Short learning activities/questions (for individuals or groups) requiring a response can provide valuable practice opportunities and also feedback on students' levels of comprehension.

Components of assessment

i) Evaluation of objectives(attainment):-Goals of Education-Goals of the programme-Taxonomy of domains of Development-Consideration of contextual Variables.

ii)Evaluation of Content(appropriateness):-Objectives,goals and content to be correlated-Valid-Reliable-Accuracy-Understanding,Critical thinking-Psychological relevance-Sequencing of tasks-Logical organization-Multisensory approach-Reinforcement-Feedback-Transfer value.

iii)Evaluation of outcome:-1.Selection of objectives. 2. Prioritize the objectives.3.Correlation of objectives with goal. 4.Mapping existing curriculum.

continue.....

5.Relating outcome statements with existing curriculum.

6.Selection/development/use of testing instruments.

7.Development of needs list.

8. Examining adequacy.

9.Making changes in content.

10.Implementation of changes,feedback.

continue..

iv) Evaluation of Process/Transaction: Constructivism

:Feasibility

:Constraints

:CCE

v) Course linkages / Interdisciplinarity:

Formative Assessment (Assessment <i>for</i> Learning)	Summative Assessment (Assessment <i>of</i> Learning)
Purpose: To improve learning and achievement	Purpose: To measure or audit attainment
Carried out while learning is in progress—day to day, minute by minute	Carried out from time to time to create snapshots of what has happened
Focused on the learning process and the learning progress	Focused on the products of learning
Viewed as an integral part of the teaching-learning process	Viewed as something separate, an activity performed after the teaching-learning cycle
<i>Collaborative</i> —Teachers and students know where they are headed, understand the learning needs, and use assessment information as feedback to guide and adapt what they do to meet those needs.	<i>Teacher-directed</i> —Teachers assign what the students must do and then evaluate how well they complete the assignment.
<i>Fluid</i> —An ongoing process influenced by student need and teacher feedback	<i>Rigid</i> —An unchanging measure of what the student achieved
Teachers and students adopt the role of intentional learners.	Teachers adopt the role of auditors and students assume the role of the audited.
Teachers and students use the evidence they gather to make adjustments for continuous improvement.	Teachers use the results to make final "success or failure" decisions about a relatively fixed set of instructional activities.

Criteria for formative assessment



Formative assessment

Assessment Is Student Focused

- *Consider each student's learning needs and styles and adapt instruction accordingly.
- * individual student achievement.
- *Provide appropriately challenging and motivational instructional activities.
- *Design intentional and objective student self-**assessments**.

An assessment plan must come first, not last, in the educational process.

- *Assessment, by necessity, integrates knowledge, skills, procedures, and dispositions.
- *Assessment as a diagnosis of student progress shifts the emphasis from summative to formative.

Summative assessment

Generally speaking, **summative assessments** are defined by three major **criteria**: The tests, assignments, or projects are used to determine whether students have learned what they were expected to learn.

Examples of summative assessment include:

- End-of-unit or -chapter tests.
- Final projects or portfolios.
- Achievement tests.
- Standardized tests.

Designing feedback system

Definition

*** * Feedback is a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies.**

- 1. Student feedback should be educative in nature.**
2. Student feedback should be given in a timely manner. ...
3. Be sensitive to the individual needs of the student. ...
4. Ask the 4 questions. ...
5. Student feedback should reference a skill or specific knowledge.
- 6. Give feedback to keep students “on target” for achievement.**



Formal feedback

Formal feedback is planned and systematically scheduled into the process. Usually associated with assessment tasks, formal feedback includes the likes of marking criteria, competencies or achievement of standards, and is recorded for both the student and organisation as evidence.

Provisions for formal feedback

- clarify the structure of the session. encourage the learner to self-assess their performance prior to giving **feedback**. aim to encourage a dialogue and rapport with the trainee. reinforce good practice with specific examples.
- **Feedback** is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning.
- **Feedback** can improve a student's confidence, self-awareness and enthusiasm for learning. Effective **feedback** during the first year in university can aid the transition to higher **education** and may support student retention.

Students as Self Assessors and Life Long Learners

A. Futuristic Education: Curricular Imperatives

Changed Nature and goals of Education

(i) Impact of globalization

Fast changing world

VUCA world : Volatility,Uncertainty,Complexity,And Ambiguity,Artificial Intelligence & Robotics ,

Open Educational Resources, Exchanges

continue....

(ii) Solve universal issues

Narrowness, dogmatism, fanaticism

Peace, Values, Sustainability, Humanism

Self regulation, (iii) Development of knowledge, skills and attitudes, Quality education

(i) Quality, Access, Equity

(ii) Utilization of multiple resources

(iii) Employment skills and competencies

(skill based theoretical knowledge, institutional

Training, public service, code of conduct, Status, reward, testing of competence

(iv) Integrated approach (v) Research, Creativity and Innovation.(Imitation to innovation, cramming to creativity, Knowledge reception to knowledge creation, Innovation : Contextual use of a thing or idea, e.g.,pencil as a space pen: Thing used for a different purpose, e.g., washing machine as a juice mixer. : How do I do it differently?

The asset you have which is underutilised can

Be used for the needy.

e.g., People need to travel very often;

There are people who own cars and they

Are ready to lend cars; There is Uber with

User friendly Apps for easy payment, Online booking.

Uber succeeds : Pre-programme for expected obstacles, unexpected obstacles, see where the obstacles come from

: Diversity of thought, culture.....

: Adversity causing people to look for solutions- which is only improvisation and not innovation : Failed start up

Creativity : *Barriers* include:-Single stream courses . e.g.,
Engineering, law

Minimum qualification for admission, Same std. for admission

- *Obsolete and rote learning

- *Risk aversion

- * Attraction for secure job

- *Social stigma to failure

National Scene

(i) Skill : Incubation centres to promote entrepreneurs., Skill gap analysis showed, over 100 million . Skilled workers need in 24 sectors of the manufacturing and service based economy by 2022.

National Skill Development Mission. National Knowledge Commission

(ii) Technology: PURA by A.P.J.(Providing Urban Amenities to Rural Areas)

State of the Art Smart classrooms

(iii) Inclusion

(iv) Youth : Old civilization with young population, below 35 years (65%)

Progressive, free thinking democracy

Diversity, Energetic, dynamic, daring, passion,

Active, agile, responsible, responsive, Receptive, positive

“Awake, arise and stop not till your Goal is reached” “My faith is in the Younger generation, the Modern Generation, out of them will come my workers. They will solve the whole problem, like Lions.” Vivekananda.

Walk the path the institution takes them along.

Pro active and not reactive. Flagship programmes and scheme, Model of youth-led development. Resource pool for the world e.g., Make in India, Start Up India,

New India by 2022 where there is equal opportunity for all, all are educated and healthy, every farmer sleeps peacefully, every woman is secure and empowered and there is zero tolerance to corruption.

vi)innovation : Digitally empowered knowledge, Economy to solve problems of
Ocean acidification, loss of bio-diversity, waste disposal mechanism
Demand for energy, shortage of Drinking water, polluted air

(vii)research : Innovation through research and devt.

(viii) Teacher Preparation, (a) *Programme refinement*: enhanced partnership,
Model with Department+Schools+ Community, Goals & objectives,
Pedagogy, Duration, Qualification, course content

(b) *International standards.* (c) *National vision,mission,policies,strategies,* (d) *Teacher quality, Teacher competencies, Teaching competency* (e) *Professionalism* (f) *IT orientation* (g) *Responsiveness* (b) *International standard* (c) *National vision,mission,policies,strategies* (d) *Teacher quality, Teacher competencies , Teaching competency*

(e) *Professional*

(i) Personal, Social

(ii) Citizenship

(iii) Professional/ Job . A profession is a vocation founded upon specialized Educational training, the purpose of which is to supply

Objective counsel and service to others for a direct

And definite compensati

B. Lifelong learners:- Self development

(i) learning (ii) Wisdom

(iii) Life skills

(iv) Creativity

(v) Innovation .

Self reflection, Opportunities, Possibilities

Internal Vs External examination.

The **internal** assessment is what you do as part of your coursework - the essays, group assignments, tests, etc. **External** assessment refers to the **examination**, which is usually taken in the **exam** period once your lectures and workshops are finished.

External assessment, or standardized **assessment**, refers to all student testing developed and used by sources outside of the student's **school**. ... Fine arts **education** may lend credibility to **schools** and strengthen college applications by boosting **external assessment** scores.

Internal exams:-If it is concerning the **exam** that you take in school or college then it means an **exam** which is assessed by the teachers of the school or college you are studying. ... For example in India for science papers the practical **exams** for grade X are **internal exams** because they are evaluated by teachers of the school.

Marking Vs grading open book examination

- An "**open book** examination" is an **assessment** method designed in a way that allows students to refer to either class notes and summaries or a “memory aid”, textbooks, or other approved material while answering questions.

The **main** premise for **open book** exams is that teachers can devise questions that require students to answer in more critical and analytical ways thus encouraging high-order thinking skills in their students; as compared to closed **book** or traditional exams that tend to encourage rote learning and more superficial ...

continue....

- Less Difficult on Recall. In an Open book exam, students can check the books. ...
- Provides the Second Chance. Students get a second chance to obtain knowledge. ...
- Enhances Retrieval Skills. It helps in remembering things for a longer duration.

Opportunity or informal feedback

There are many **opportunities** for giving **informal feedback** to learners on a day-to-day basis. ... Such techniques often involve giving **feedback** to learners on their performance or understanding, but the **feedback** is built into everyday practice.

Feedback can serve a number of purposes and take a number of forms. Feedback can be provided as a single entity – ie: informal feedback on a student's grasp of a concept in class – or a combination of multiple entities – ie: formal, formative, peer feedback on stage one of an assessment task. Each has its place in enhancing and maximising student learning, thus where possible, courses should provide opportunities for a range of feedback types.

Informal feedback can occur at any times as it is something that emerges spontaneously in the moment or during action. Therefore informal feedback requires the building of rapport with students to effectively encourage, coach or guide them in daily management and decision-making for learning. This might occur in the classroom, over the phone, in an online forum or virtual classroom.

Online examination

Online examination, also known as e-examination, enables examiners to conduct examinations through the internet or a company-wide intranet for remote candidates. Most **online exam** systems include answer processing modules, which allows evaluators to issue results as soon as candidates finish the test. This fully automated system evaluates the examinee thoroughly and presents the result in less time. Unlike traditional pen-and-paper exams, it is possible to conduct open-book exams on an online exam system.

In an online exam, a candidate can answer the questions in a given time, and the test window collapses once the exam is over, and evaluators keep answers ready for evaluation. The evaluator assesses responses, whether it be through an automated or manual process, and the result will be conveyed to the candidate either by mail or information available on the website. Many companies are resorting to online examination software as their preferred medium of choice for assessing professional capability and career adaptability.

Computer based and online examination

Computer-based exams/ tests are the exams conducted through the **computer** instead of paper and pencil format. ... Each **computer** is connected to a server, which prepares the question set and delivers it to the candidates on the **computer**. Nowadays there are lots of **computer-based tests** software with unique features.

Online examination is conducting a test **online** to measure the knowledge of the participants on a given topic. ... With **online examination** students can **do** the exam **online**, in their own time, with their own device, regardless of where they live. You only need a browser and an internet connection.

The only difference is that the **computer-delivered test** uses a keyboard and the **paper-based test** uses a pencil. ... For both the **computer-delivered** and **paper-based test**, the Speaking **test** is completed face-to-face with an IELTS examiner. This allows for a real-world speaking experience.

How do I take online exams on my computer?

1. Read and understand the test guidelines. ...
2. Know the test format. ...
3. Test yourself. ...
4. Check your computer. ...
5. Study the class materials! ...
6. Plan your time. ...
7. Carve out a quiet test-taking spot with minimal distractions. ...
8. Determine when you will take the test.
9. Gather all that you'll need to take the test.
10. Take a deep breath! Once you're logged in, take a moment to relax and get focused.

2 Marks Questions

5 Marks Questions

15 Marks Questions

M Ed. IV. Sem. MED 14.2 Higher Education

Module 5

Research in Higher Education

History of Education in India

Vedic Period: Before 600 B.C.

Buddhist Period: 600 B.C. – 1200 A.D.

Medieval Period: 1200 A.D. – 1800 A.D.

British Period: 1800 A.D. – 1947

Post Independence Period: After 1947

VEDIC PERIOD

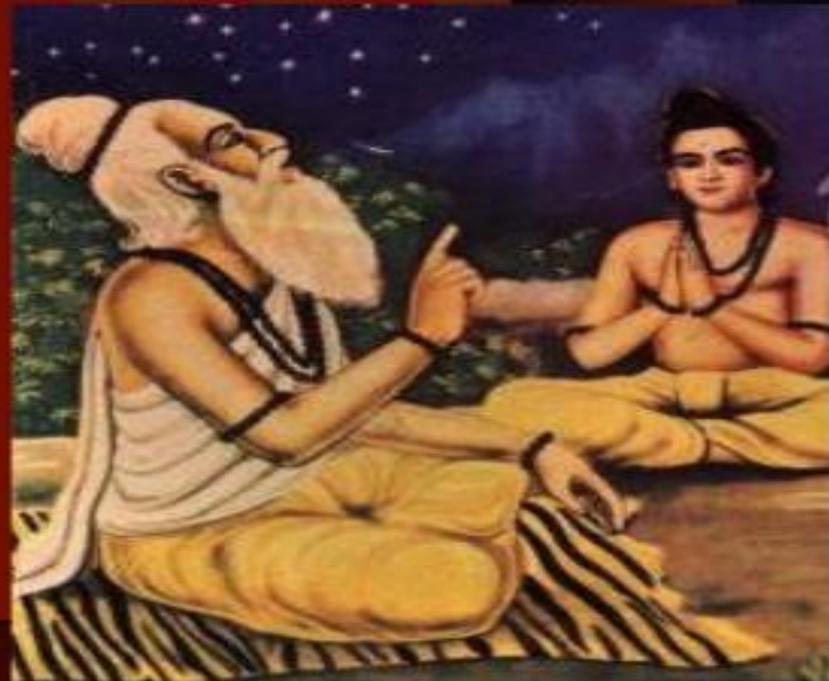


EDUCATION SYSTEM IN THE VEDIC PERIOD

Sources of the Vedic education:

The Vedic literature represents the most important and intrinsic part of life of the India people. The Vedic literature consists of the following

1. Four Vedas
2. Six Vedangas
3. Four Upvedas
4. Four Brahmanas
5. One hundred and eighty Upanishads
6. Six systems of philosophy
7. Bhagwad Gita
8. Three Smritis



Main features of the Vedic Education

Free education in Ancient India:- In ancient India teaching was considered to be holy duty which a Brahman was bound to discharge irrespective of consideration of the fee. Teachers were expected to devote their lives to the cause of teaching in the missionary spirit of self-sacrifice, and the society laid down the principle that both the public and state should help the learned teachers & educational institutions very liberally.

No state control on education:- Rulers of the country had very little directly to do with education. It was a private affair of the people managed entirely by Brahmans.

Aims and Objectives of Vedic Education

- 1. Ultimate objective as moksha or self-realisation:-** Ancient Indians believed that education should prepare an individual in such a way as to prepare him to attain the objective of liberation, i.e. to be one with the almighty and to be free from the cycle of births & deaths.
- 2. Infusion of Piety & Religiousness:-** In ancient India religion played a prominent part. Education aimed at the infusion of piety and religiousness in the minds of the pupils.
- 3. Education for worldliness:-** Vocational aim :- Happiness in other world was given more stress than the happiness in this world. This world according to them, was unreal & full of fetters.
- 4. Character formation:-** Morality or the right behavior was the higher "Dharma". Education was regarded as a means of inculcating values such as strict obedience to elders, truthfulness, honesty and temperance.

Curriculum

- Curriculum varied according to the intrinsic needs of the different classes

Brahmin Class

(siksha,vyakarana,kalpa,jyotisha)

Kshatriyas

(Archery,Horsemanship,other arts
of warfare)

Vaisyas

(agriculture and trade)

Ayurveda , Bhutavidya taught in accordance with the aptitude of the students.

Methods of Instruction:-

There were three steps in instruction:

1. Sravana
2. Manana
3. Nididhyasana.

Sravana is listening to words texts as they uttered by the teacher.

Manana is the process of deliberation or reflection of the topic taught.

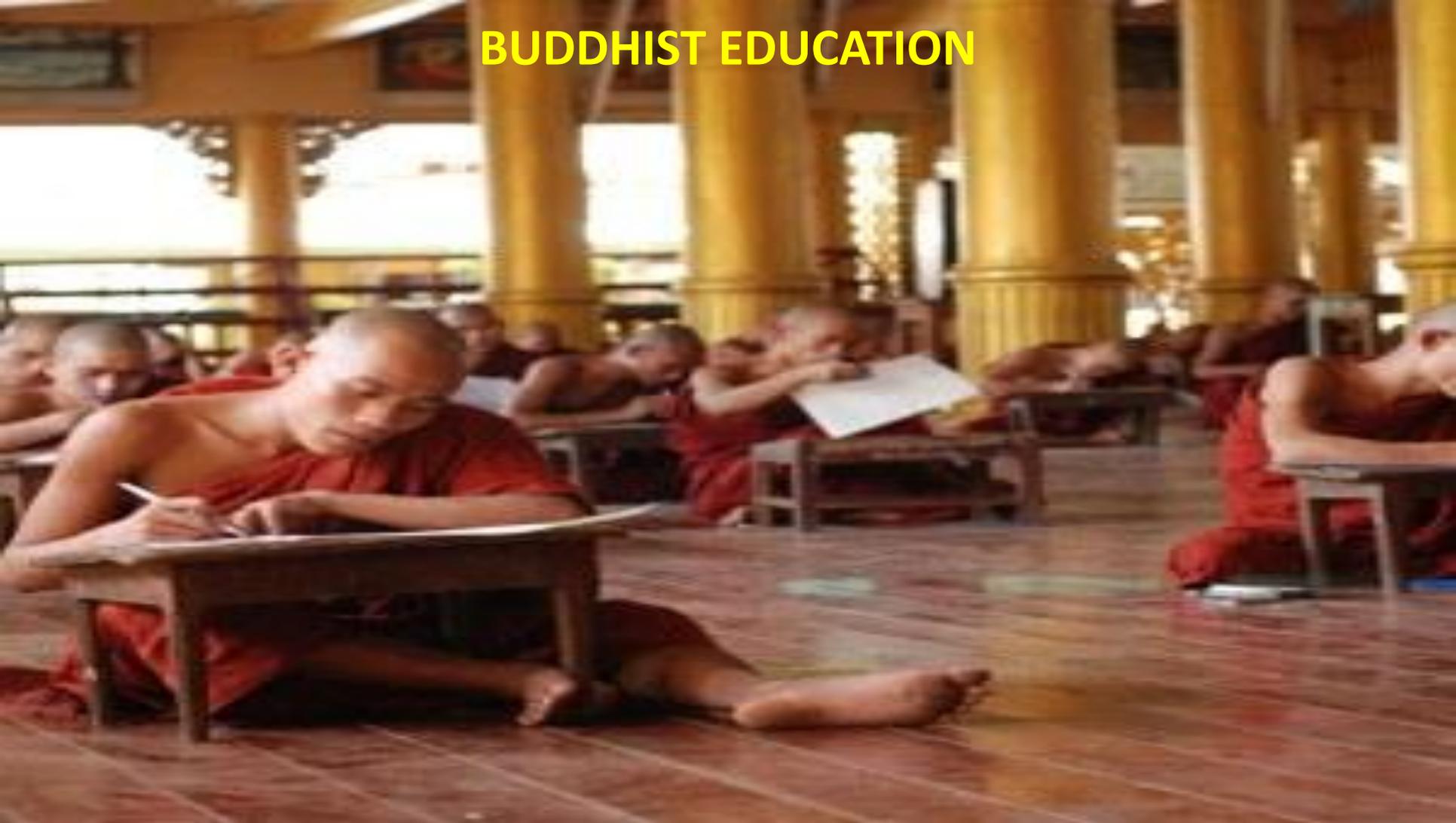
Nididhyasana represents the highest stage.

Individual teaching:- Pupils were taught individually not in masses by the class method.

Teacher –pupil relationship

- Every student was required to serve his teacher compulsorily.
- The students obeyed the guru, any violation of Guru's instructions give punishment.
- Guru had full autonomy.
- Teacher centered education
- Lecture method is used

BUDDHIST EDUCATION



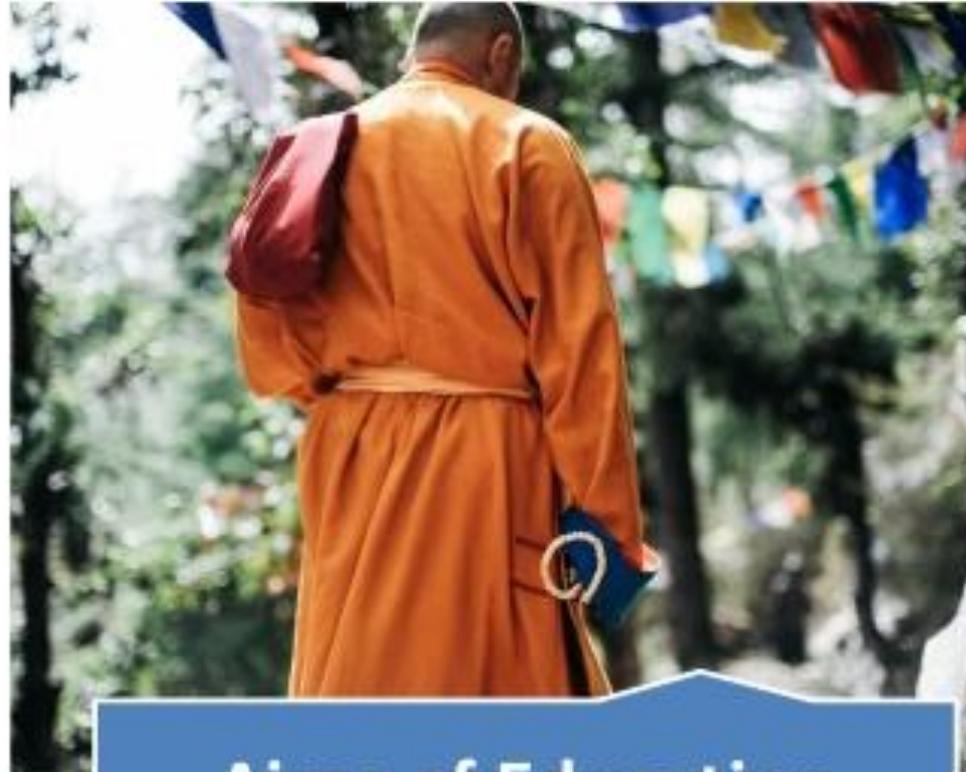
INTRODUCTION

- Period 600B.C. to 600 A.D.
- Institutional organisation
- Based on teachings of Gautam Buddha
- Buddha born in a royal family of Kapilvastu in 6th century B.C.
- His father's name was Shuddhodhan and mother's name was Mahamaya.
- He was married to Yashodhara.

**The Core Aim of Education
in Buddhist System of
Education**



Reaching the stage called 'Nirvana'
i.e. liberation from all sufferings
through liberation from desires and
greed by following Eight Fold Paths.
Buddhism was against the concept of
Reincarnation chain, and they
believed that no need for any
reincarnation, if human being reaches
Nirvana in the present life



Aims of Education During Buddhist Period

Preparation for Nirvana or Liberation

Awareness on the Four Noble Truths

Enabling for Following Eightfold Paths

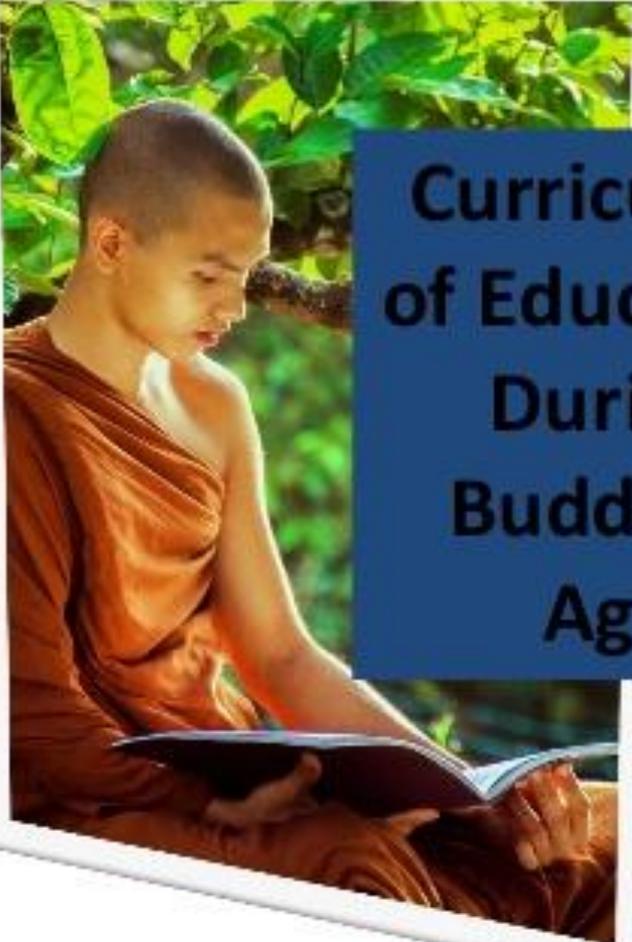
Spreading of the Concept of ' Ahimsa'

Character Development

Promotion of International Brotherhood

Imparting Practical Knowledge

Inculcation of Civic duties



Core Ideas of Buddhism

**Curriculum
of Education
During
Buddhist
Age**

Reading, writing and Arithmetic (
Three R's)

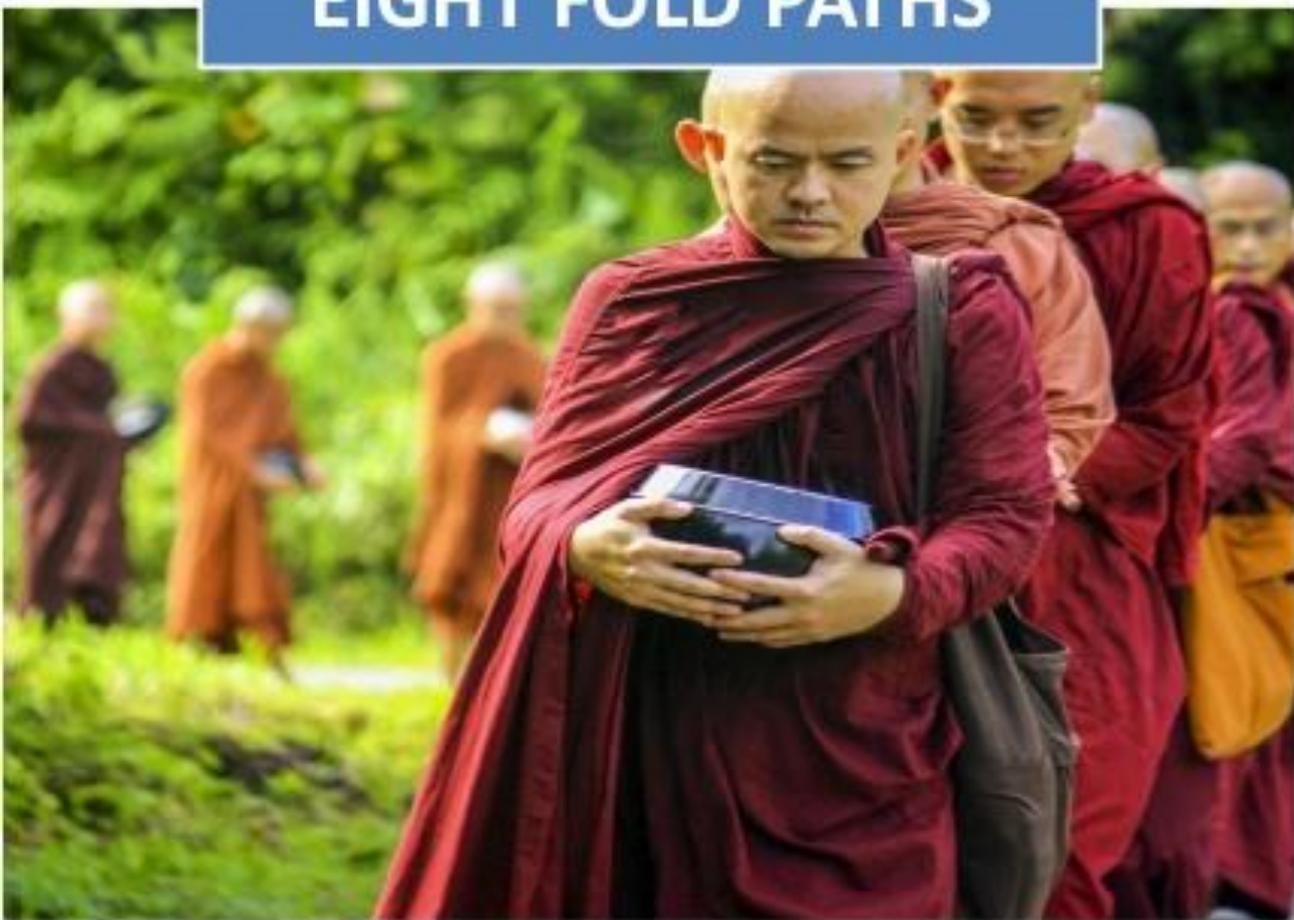
Grammar, Art, Medicine, Logic,
Philosophy etc.

Agriculture, Astrology,
Astronomy, Law

Methods of teaching

- Method of teaching were based on oral dicussions,preaching,repitition, debates were used as techniques of teaching and learning.
- Seminars were also conducted to discuss major issues.
- Mental and moral development was emphasised to attain Bodhisattva.
- Although art of writing was developed but due to shortage of writing material the method of teaching was verbal.
- The methods of teaching were question –answer, discussion,logical arguments,tours,coferences arranged on full moon day and first day of month,meditation in solitude.
- Other method of teaching was evidences which were – theory,cause,example,cotradictio,evidence,argument and induction.
- The medium of instruction was common language.
- The centres of education were Takshshila,N alanda and Kashi.

EIGHT FOLD PATHS



Right View

Right Intension

Right Speech

Right Action

Right Livelihood

Right Effort

Right Mindfulness

Right Concentration

Four Noble Truths in Buddhism



Life is Full of Sufferings

**The Cause of
Sufferings is desire**

**The end of the Suffering is
Possible**

**This End is Possible by Following
Eight Fold Paths**

PUBBAJA CEREMONY



It was the initial ceremony of starting education of a child during Buddhist Age. It was a Buddhist version of the Upanayana Ceremony of Vedic Age. The meaning of the word 'Pubbaja' is 'to go out'. So the child would go out of the home to join 'Sangha Vihara' or 'Buddha Vihara'. It was held when the child became eight years old. The child would shave his head, and would wear yellow cloths. He would start the education by taking the oath "Buddham Sharanam Gachami'

Dharmam Sharanam Gachami

Sangham Sharanam Gachami"

Which means

"I take refuge in Buddha

I take refuge in Dharma

I take refuge in Sangha"

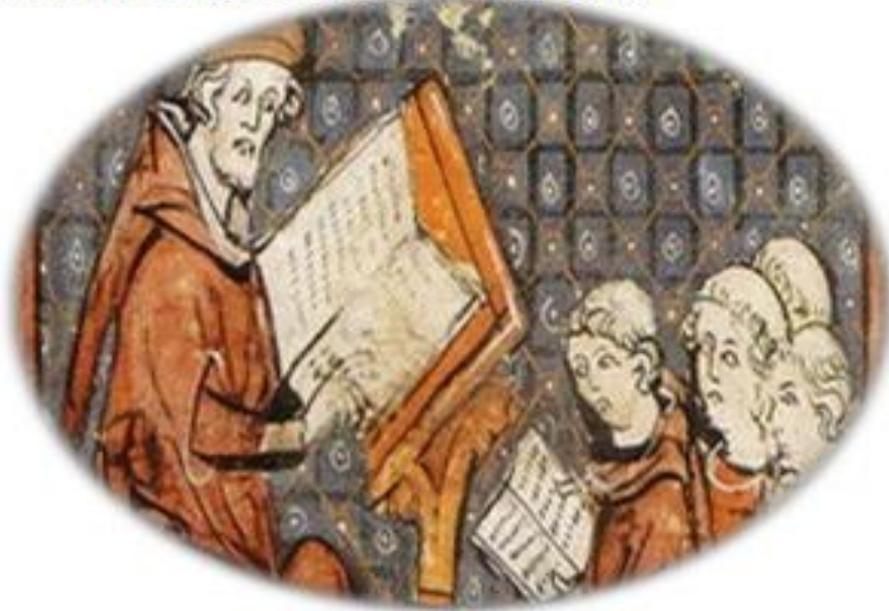
It is convocational Ceremony or the closing ceremony which would occur after twenty years of education at the Vihara. After this Ceremony the child would become a perfect Buddhist monk (Bhikshu), and he would join the Sangham as a teacher. So it tells us that there was no relationship with the family after joining the Sangha.

UPASAMPADA CEREMONY



MEDIEVAL PERIOD

Islamic Education in India or Education During Medieval Period in India



The medieval period in India was, in fact, a transitional period in India i.e. from the traditional period to the modern period. Hence, one can see that their educational system was built upon traditional as well as modern traits. It is said that they established thousands of institutions- religious as well as secularist. They gave much importance to music, art, architecture etc.

EDUCATION IN MEDIEVAL INDIA

- Education in medieval India expressed a new perspective in the 11th century .
- The Muslims established elementary and secondary schools .
- This further led to the commencement of universities like Delhi, Lucknow and Allahabad .
- There was a fresh interaction between Indian and Islamic traditions in the fields of knowledge like theology , religion , philosophy , fine arts , painting , architecture, mathematics , medicine and astronomy.



- Muslim rulers promoted urban education by building libraries and literary societies
- Primary schools called **maktabs** were established and reading basic Islamic prayers were taught.
- Secondary schools called **Madrasas** taught advanced language skills .
- These were setup by sultans nobles and other influential ladies.
- Scholars from Madrasa would be eligible for civil services.
- Women education in India during the medieval period was prevalent.
- Muslim girls of affluent families studied at home and moreover, as Persian was the court language of the period, elite boys could attend Persian schools to learn literature, history, ethics, law, administration.

2 Marks Questions

5 Marks Questions

15 Marks Questions

Module 6

Vital Problems of Higher Education in India

RUSA

RUSA is a centrally sponsored scheme (CSS), launched in 2013 aims at providing strategic funding to eligible state higher education institutions. The central funding (in the ratio of 60:40 for general category states, 90:10 for special category states and 100% for union territories)

The funding would flow from the central ministry through the state government/union territories to the state higher education councils before reaching the identified institution. The funding to states would be made on the basis of critical appraisal of state higher education plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education.

OBJECTIVES OF RUSA

.Improve the overall quality of state institution by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.

- Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in state universities and improving governance in institutions.

- Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations
- Correct regional imbalances in access to higher education by setting up institutions in unserved and underserved areas.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions , in order to achieve enrolment target.

- Ensure reforms in the affiliation, academic and examination systems.
- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.

Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes. Promote inclusion of women, minorities and differently abled persons.

The following are the primary components of RUSA that capture the key action and funding areas that must be pursued for the fulfilment of the targets.

- up gradation of colleges to cluster universities
- conversion of colleges to cluster universities
- infrastructure grants to universities
- new model colleges (general)

up gradation of existing degree colleges to model colleges

- new colleges (professional)
- infrastructure grants to colleges
- research innovation and quality improvement
- equity initiatives

faculty recruitment support

- faculty improvement
- vocationalisation of higher education
- leadership development of educational administrator
- institutional restructuring and reforms
- capacity building and preparation, data collection and planning

MAJOR IMPACTS

- RUSA seeks to increase the GER (gross enrolment ratio) of the country to 30% by 2020
- It also seeks to increase the spending on higher education by the state government
- The scheme in its 2nd phase (2017-20) aims at creation of 70 new model degree colleges and 8 new professional colleges. Enhancing quality and excellence in 10 select state universities and 70 autonomous colleges, providing infrastructural support to 50 universities and 750 colleges etc.

Improving access equity and accessibility of higher education in states through reforms such as academic reforms, governance reforms, affiliation reforms etc.

- Improve equity in higher education by providing adequate opportunities of higher education to socially deprived communities: promote of women, minorities SC/ST/OBC and differently abled persons.
- To identify and fill up the existing gaps in higher education by augmenting and supporting the state government's efforts.
- Promote a spirit of healthy competition amongst states and institutions to excel in quality higher education research and innovation.

5 Marks Questions

15 Marks Questions