UNIVERSITY GRANTS COMMISSION

NET BUREAU

SYLLABUS

Subject: GENERAL PAPER ON TEACHING & RESEARCH APTITUDE **Code No.** : 00

PAPER-I

The main objective is to assess the teaching and research capabilities of the candidates. The test aims at assessing the teaching and research aptitude as well. Candidates are expected to possess and exhibit cognitive abilities, which include comprehension, analysis, evaluation, understanding the structure of arguments, deductive and inductive reasoning. The candidates are also expected to have a general awareness about teaching and learning processes in higher education system. Further, they should be aware of interaction between people, environment, natural resources and their impact on the quality of life.

The details of syllabi are as follows:

Unit-I **Teaching Aptitude**

- Teaching: Concept, Objectives, Levels of teaching (Memory, Understanding and Reflective), Characteristics and basic requirements.
- Learner's characteristics: Characteristics of adolescent and adult learners (Academic, Social, Emotional and Cognitive), Individual differences.
- Factors affecting teaching related to: Teacher, Learner, Support material, Instructional facilities, Learning environment and Institution.
- Methods of teaching in Institutions of higher learning: Teacher centred vs. Learner centred methods; Off-line vs. On-line methods (Swayam, Swayamprabha, MOOCs etc.).

- Teaching Support System: Traditional, Modern and ICT based.
- Evaluation Systems: Elements and Types of evaluation, Evaluation in Choice Based Credit System in Higher education, Computer based testing, Innovations in evaluation systems.

Unit-II **Research Aptitude**

- Research: Meaning, Types, and Characteristics, Positivism and Post-positivistic approach to research.
- Methods of Research: Experimental, Descriptive, Historical, Qualitative and Quantitative methods.
- Steps of Research.
- Thesis and Article writing: Format and styles of referencing.
- Application of ICT in research.
- Research ethics.

Unit-III **Comprehension**

- A passage of text be given. Questions be asked from the passage to be answered.

Unit-IV **Communication**

- Communication: Meaning, types and characteristics of communication.
- Effective communication: Verbal and Non-verbal, Inter-Cultural and group communications, Classroom communication.
- Barriers to effective communication.
- Mass-Media and Society.

Unit-V **Mathematical Reasoning and Aptitude**

- Types of reasoning.
- Number series, Letter series, Codes and Relationships.
- Mathematical Aptitude (Fraction, Time & Distance, Ratio, Proportion and Percentage, Profit and Loss, Interest and Discounting, Averages etc.).

Unit-VI Logical Reasoning

- Understanding the structure of arguments: argument forms, structure of categorical propositions, Mood and Figure, Formal and Informal fallacies, Uses of language, Connotations and denotations of terms, Classical square of opposition.
- Evaluating and distinguishing deductive and inductive reasoning.
- Analogies.
- Venn diagram: Simple and multiple use for establishing validity of arguments.
- Indian Logic: Means of knowledge.
- Pramanas: Pratyaksha (Perception), Anumana (Inference), Upamana (Comparison), Shabda (Verbal testimony), Arthapatti (Implication) and Anupalabddhi (Non-apprehension).
- Structure and kinds of Anumana (inference), Vyapti (invariable relation), Hetvabhasas (fallacies of inference).

Unit-VII Data Interpretation

- Sources, acquisition and classification of Data.
- Quantitative and Qualitative Data.
- Graphical representation (Bar-chart, Histograms, Pie-chart, Table-chart and Line-chart) and mapping of Data.
- Data Interpretation.
- Data and Governance.

Unit-VIII Information and Communication Technology (ICT)

- ICT: General abbreviations and terminology.
- Basics of Internet, Intranet, E-mail, Audio and Video-conferencing.
- Digital initiatives in higher education.
- ICT and Governance.

Unit-IX **People, Development and Environment**

- Development and environment: Millennium development and Sustainable development goals.
- Human and environment interaction: Anthropogenic activities and their impacts on environment.
- Environmental issues: Local, Regional and Global; Air pollution, Water pollution, Soil pollution, Noise pollution, Waste (solid, liquid, biomedical, hazardous, electronic), Climate change and its Socio-Economic and Political dimensions.
- Impacts of pollutants on human health.
- Natural and energy resources: Solar, Wind, Soil, Hydro, Geothermal, Biomass, Nuclear and Forests.
- Natural hazards and disasters: Mitigation strategies.
- Environmental Protection Act (1986), National Action Plan on Climate Change, International agreements/efforts -Montreal Protocol, Rio Summit, Convention on Biodiversity, Kyoto Protocol, Paris Agreement, International Solar Alliance.

Unit-X **Higher Education System**

- Institutions of higher learning and education in ancient India.
- Evolution of higher learning and research in Post Independence India.
- Oriental, Conventional and Non-conventional learning programmes in India.
- Professional, Technical and Skill Based education.
- Value education and environmental education.
- Policies, Governance, and Administration.

NOTE:

(i) Five questions each carrying 2 marks are to be set from each Module.

(ii) Whenever graphical/pictorial question(s) are set for sighted candidates, a passage followed by equal number of questions and weightage be set for visually impaired candidates.

SYLLABUS

Sub Unit – 1 Institution of Higher Learning and Education in Ancient India

SL. NO	TOPICS
1	1.1 Concept of the Uniqueness of Ancient Indian Education
2	1.2. Aims of Education
3	1.3. Commencement of Education
4	1.4. Education of Women
5	1.5. Subject of Study
6	1.6. Vocational Education
7	1.7. Methods of Learning
8	1.7.1. Memorization
9	1.7.2. Critical Analysis
10	1.7.3. Introspection
11	1.7.4. Story Telling
12	1.7.5. Question and Answer Method
13	1.7.6. Hands on Method
14	1.7.7. Seminars
15	1.7.8. Period of study
16	1.8. Types of Teachers
17	1.8.1. Acharya
18	1.8.2. Upadhyaya
19	1.8.3. Charakas
20	1.8.4. Guru
21	1.8.5. Yaujanasatika
22	1.8.6. Sikshaka
23	1.9. Educational Institutions
24	1.9.1. Gurukul
25	1.9.2 Parishads
26	1.9.3. Sangam
27	1.9.4. Goshti
28	1.9.5. Ashramas
29	1.9.6. Vidyapeeta
30	1.9.7. Grathikas
31	1.9.8. Agraharas
32	1.9.9. Mathas
33	1.9.10. Brahmapuri
34	1.9.11. Vihara
35	1.10. Famous educational institutions
36	1.10.1. Takshasila
37	1.10.2 Nalanda

38	1.10.3 Vallabhi
39	1.10.4 Vikramasila
40	1.10.5 Ujjain
41	1.10.6 Benaras
42	1.10.7 Salotgi
43	1.10.8 Ennayiram
44	1.10.9 Sringeri and kanchi
45	1.11 High Standard Education
46	1.12 The decline

Sub Unit – 2 Evolution of Higher Learning and Research in Post-Independence India

SL. NO	TOPICS
47	2.1. Regulatory Framework of Higher Education in India
48	2.1.1. University Grant Commission (UGC)
49	2.1.1.a. Central University
50	2.1.1.b State Universities
51	2.1.1.c. Deemed university and Autonomous university
52	2.1.1.d. Private Universities
53	2.2. National Eligibility Test
54	2.3. Research Council
55	2.4. Indian Institute of Advanced Study
56	2.5. Human Development Index
57	2.6. Language Universities
58	2.7. Defence University
59	2.8. Virtual University
60	2.9. Meta University
61	2.10. South Asia University
62	2.11. Accreditation in Higher Education
63	2.11.1. National Assessment and Accreditation Council
64	2.11.2. National Board of Accreditation (NBA)
65	2.11.3. Accreditation Board (AB)
66	2.11.4. National Council of Educational Research and Training
67	2.11.5. The National University of Educational Planning and Administration
68	2.11.6: UNDP
69	2.12. Open and Distance Education
70	2.13. Indira Gandhi National Open University
71	2.14. Ekalavya Channel
72	2.15. Key Developments of Modern Education System
73	2.15.1. Charter Act (1813)
74	2.15.2. Elphinstone Report (1823)

Sub Unit – 3 Oriental, Conventional and Non-Conventional Learning Programmes in India

SL. NO	TOPICS
104	3.1. Oriental Education
105	3.1.1. Oriental Language
106	3.1.2. Oriental Education Society
107	3.2. Conventional Education System
108	3.2.1. Conventional Learning
109	3.2.2. Importance of Traditional Education
110	3.2.3. Advantages of Traditional Education
111	3.2.4. Key Features of Traditional Education
112	3.3. Non Traditional Education
113	3.3.1. Importance of non-Traditional Learning
114	3.3.2. Difference Between Traditional and Online Learning
115	3.3.3. Traditional vs. E- learning
116	3.3.4. Rashtriya Uchchattar Shiksha Abhiyan

Sub Unit – 4 Professional, Technical and Skill Based Education

SL. NO	TOPICS
117	4.1. Professional Education
118	4.1.1. Role of Professional Education
119	4.1.2. List of Professional Courses
120	4.1.3. Professional Education Council
121	4.1.4. Professional Education Council – Example and Details
122	4.2. Technical Education
123	4.2.1. Roll of Technical Education
124	4.2.2. Technical Courses
125	4.2.3. Vocational Course
126	4.2.4. MHRD- Funded Institution
127	4.3. Skill Based Learning
128	4.3.1. Why We Should Learn Life Skills in School?
129	4.3.2. Importance of Skill Based Education

Sub Unit – 5: Value Education and Environmental Education

SL. NO	TOPICS
129	5.1. Value Education?
130	5.1.1. Importance of Value Education
131	5.1.2. Objectives of Value Education
132	5.1.3. Components of Value Education
133	5.1.4. Types of Value Education
134	5.2. Environmental Education
135	5.2.1. Objective of Environmental Education
136	5.2.2. How does Education Affects Environment
137	5.2.3. Why do we need Environmental Education?
138	5.2.4. Characteristics of Environmental Education

Sub Unit – 6: Policies, Governance and Administration

SL. NO	TOPICS
139	6.1. Introduction
140	6.2. Making of Constitution
141	6.3. Sources of Constitution
142	6.4. Salient Features of Constitution
143	6.4.1 Democratic
144	6.4.2 Socialist
145	6.4.3 Secular
146	6.4.4 Sovereign
147	6.4.5 Republic
148	6.4.6 Equality
149	6.5. Important Facts Regarding Formation of Constitution
150	6.6. Parts and Schedules of Indian Constitution
151	6.7. Parts
152	6.8. Indian States and Union Territory
153	6.9. Citizenship
154	6.10. Fundamental Rights
155	6.10.1. Equality
156	6.10.2 Freedom of Expression
157	6.10.3 Protection of Life and Personal Liberty
158	6.10.4. Right against exploitation
159	6.10.5. Right of Religious Freedom
160	6.10.6. Cultural and Educational Right
161	6.10.7 Right to Constitutional Remedies
162	6.11. Directive Principle of State Policy
163	6.12. Fundamental Duties

Section – 1: At a Glance

Sub Unit – 1: Institution of Higher Learning and Education in Ancient India

ANCIENT INDIAN EDUCATION: The gurukula system of education has been in existence since ancient times. The Upanishads mention multiple gurukulam, including that of guru Drona at Gurgaon. The Bhrigu Valli (a discourse on the Brahman) is said to have taken place in Guru Varuni's gurukula. The vedic school of thought prescribes the gurukula (sacred rite of passage) to all individuals before the age of 8 at least by 12.

EDUCATION OF WOMEN: Women education refers to every form of education that aims at improving the knowledge, and skill of women and girls. It includes general education at schools and colleges, vocational and technical education, professional education, health education, etc.

VOCATIONAL EDUCATION: Ancient India, particularly the later Vedic period, was dominated by caste system – Brahmanas, Kshatriyas, Vaisyas and the Sudras. Each caste had its own vocation and it received that type of education which would be helpful to its vocation.

METHODS OF LEARNING: The learning method were Storytelling, Memorization, hand on methods, Critical analysis, Seminar and Question and Answer. Takshashila, Nalanda, Vallabhi, Vikramshila were famous educational institute. The aim of ancient Indian education was initially laid down by the Vedas.

SEMINARS: The National Seminar on Ancient Indian Science and Technology will strive to bridge the gap and create awareness towards ancient science and technology of the past and their utility in the current scenario.

PERIOD OF STUDY: It took 12 years to master one Veda. Hence depending upon the wish of the student to learn as many subjects, the period of study varied. It was 12 years, 24 years, 36 years or 48 years. A graduate was called Snataka and the graduation ceremony was called Samavartana.

ACHARYA: It was a type of teacher who taught his pupil Vedas without charging fee from the pupils.

UPADHYAY: It was the one who adopted teaching as a profession to earn his livelihood and taught only a portion of the Veda or Vedangas.

CHARAKAS: It wandering scholars toured the country in quest of higher knowledge. Though not normally competent as teachers they were regarded as possible source of knowledge by Satapatha Brahmana.

GURU: It was the one who used to lead a gruhasta life and earn his livelihood after imparting education to his disciples and maintain his family.

YAUJANASATIKA: It was the teachers famous for their profound scholarship that students from distant places, as far as from a distance of hundreds of miles would come to seek their guidance.

SIKSHAKA: It was a teacher who gave instruction in arts like dancing.

EDUCATIONAL INSTITUTIONS:

GURUKUL: The Gurukul was the house of the teacher who was a settled house-holder. After the initiation ceremony a child would leave his natural parents and reside in the house of his preceptor or Guru till the end of his studies.

GOSHTI: Goshti or Conferences was a national gathering or Congress summoned by a great king in which representatives of various schools were invited to meet and exchange their views. In one such conference called by king Janaka of Videha, the great scholar Yajnavalkya won a special prize of 1000 cows with horns hung with gold.

ASHRAM: Ashramas or hermitages were another center where students from distant and different parts of the country flocked together for learning around famous sages and saints. For example the Ashrama of Bharadwaj at Prayag was a very big Ashrama where princes like Bharat used to study was that of sage Kanva on the banks of river Malini, a tributary of the river Saryu.

VIDYAPEETA: Vidyapeeta was an institution for spiritual learning founded by the great acharya, Sri Shankara in places like Sringeri, Kanchi, Dwarka, Puri and Badri. The Vidyapeeta had a teacher whose influence extended to thousand villages round about and was presided by a Jagadguru.

FAMOUS EDUCATIONAL INSTITUTIONS: Some famous educational institutions are: **Takshasila, Nalanda, Vallabhi, Vikramasila, Ujjain, Benaras, and Salotgi**.

Sub Unit – 2 Evolution of Higher Learning and Research in Post-Independence India

REGULATORY FRAMEWORK OF HIGHER EDUCATION IN INDIA: While the centre coordinates and determines the standards in higher and technical education, school education is primarily the responsibility of the state. The key policy-making agencies for higher education are as follows: (i) Central Government (ii) State Governments (iii) Central Advisory Board of Education (CABE)

UNIVERSITY GRANT COMMISSION (UGC): UGC governs universities in India and came into existence on 28 December 1953. It became a statutory organization established by an act of Parliament in 1956.

CENTRAL UNIVERSITY: Universities can be set up only through legislation or the deemed route. At present, the main constituents of universities or university-level institutions are: Central Universities – 47, State Universities – 365, Deemed universities – 122, Private Universities – 269,

NET: National Eligibility Test (NET) is being conducted by the UGC since 1989 for eligibility for lectureship. There is a system of National Eligibility Test for selection of teachers in the system. The student-teacher ratio in the Indian system of higher education is 1:21. Around 70,000 students appear for the test every year. Pass percentage is around 5%. Eight State Level Tests have been accredited at per with NET.

RESEARCH COUNCIL: Among all the Indian councils, Research councils have made India proud appreciably. India boasts a significant key contribution to global research and development. There are various councils in India - statutory, research, regional, autonomous,

promotion councils, public sector undertakings, and private sector councils.

INDIAN COUNCIL OF AGRICULTURAL RESEARCH: This autonomous body is also lessened as ICAR India. Indian Council of Agricultural Research is responsible for co-coordinating, guiding and managing research and education in agriculture and its various subsidiaries like horticulture, floriculture, animal science and husbandry, fisheries.

INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH: Indian Council of Social Science Research (ICSSR) is established to review and monitor the progress of social science research. This Council also sponsors and administers social science research programs. In addition to that, this organization also advises Government of India on all matters related to social science research.

COUNCIL OF SCIENTIFIC AND INDUSTRIAL RESEARCH, INDIA: As the name stats, it is apex body for industrial and scientific research in India. This autonomous body has developed over 1,376 technologies during late 90s.

BROADCAST AUDIENCE RESEARCH COUNCIL INDIA: This is a research organization with the motive to focus its empirical research in analyzing TRP of TV Serials, shows and movies on Indian television.

INDIAN COUNCIL OF PHILOSOPHICAL RESEARCH, ICPR: Indian Council of Philosophical Research also abbreviated as ICPR India, is an organization working in order to strengthen philosophical research and studies in India. With these objectives it also undertakes fellowships and conducts seminars, lectures, and exchange programmes. It comes under Department of Higher Education and Ministry of Human Resource Development.

INDIAN COUNCIL OF FORESTRY RESEARCH AND EDUCATION: It is a government agency under the Ministry of Environment and Forests, India. This council promotes and conducts forestry research and education in tune with the emerging issues in the sector.

INDIAN COUNCIL FOR MEDICAL RESEARCH: The council itself needs no introduction. This is one of the oldest and renowned medical research councils in the world. This apex body is responsible for biomedical research in India. It comes under Department of Health Research, India.

LANGUAGE UNIVERSITIES: India has six Language Universities, out of which three are Deemed-to-be Universities and three are Central Universities. The Deemed-to-be Universities are for promotion of Sanskrit Language and the three Central Universities are, one each, for promotion of English and Foreign Language, Hindi Language and Urdu Language.

DEFENCE UNIVERSITY: Indian National Defence University (INDU) is an under construction university of defence of the Government of India at Binola village in Gurgram district of Haryana state in India. It is likely to be functional by 2018-19.

ACCREDITATION IN HIGHER EDUCATION: Higher education accreditation is a type of quality assurance process under which services and operations of post-secondary educational institutions or programs are evaluated by an external body to determine if applicable standards are met. If standards are met, accredited status is granted by the agency.

NAAC: It is an organisation that assesses and accredits higher education Institutions (HEIs) in India. It is an autonomous body funded by University Grants Commission of Government of India headquartered in Bangalore. It is established in 1994 in response to recommendations of National Policy in Education (1986). This policy was to "address the issues of deterioration

in quality of education", and the Programme of Action (POA-1992) laid out strategic plans for the policies including the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bengaluru.

NATIONAL BOARD OF ACCREDITATION (NBA): It is one of the two major bodies responsible for accreditation of higher education institutions in India, along with the National Assessment and Accreditation Council (NAAC). NBA accredits technical programmes, such engineering and management programmes, while NAAC accredits general colleges and universities. NBA is a full member of the Washington Accord. NBA is established by the All India Council for Technical Education (AICTE) in 1994 and operated as an autonomous body since 2010. In 2014 it was granted a full membership status in the Washington Accord.

ACCREDITATION BOARD: While choosing a degree programme, accreditation should be top on your mind as it is honored by many reputable institutions and organizations. An accredited degree is recognized for meeting specific educational standards, which have been set by an accrediting agency.

HIGHER EDUCATION ACCREDITATION BOARD IN INDIA: UGC (University Grants Commission), AICTE (All India Council for Technical Education), AIU (Association of Indian Universities), ICAI (Institute of Chartered Accountants of India), ICSI (Institute of Company Secretaries of India) and FTII (Film and Television Institute of India).

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING: It is an autonomous organisation of the Government of India which is established on 1 September 1961 as a literary, scientific and charitable Society under the Societies' Registration Act (Act XXI of 1860).

NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION (NUEPA): It is established by the Ministry of Human Resource Development, Government of India is a premier organization dealing with capacity building and research in planning and management of education.

OPEN AND DISTANCE EDUCATION: The concept of open learning and distance education system focuses on open access to education and training to make the learners free from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners. The distance education is not a new concept.

KEY DEVELOPMENTS OF MODERN EDUCATION SYSTEM: Indian higher education system has emerged as one of the largest in the world in terms of number of institutions as well as student enrolment. India is the third largest in the world in terms of student enrolment.

Sub Unit – 3 Oriental, conventional and non- conventional learning programmes in India

ORIENTAL EDUCATION: Oriental studies is the academic field of study that embraces Near Eastern societies and cultures, languages, peoples, history and archaeology; in recent years the subject has often been turned into the newer terms of Middle Eastern studies and Asian studies.

ORIENTAL LANGUAGE:

Country	Official and National Languages	Other Spoken Languages
India	Hindi, Urdu, English (the most important language for national, political, and commercial communication	Assamese, Bengali, Gujarati, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Sanskrit, Sindhi, Tamil, Telugu, Panjabi.

ORIENTAL EDUCATION SOCIETY: It was established in the year 1992 by Javed Khan as a Public Charitable Trust providing higher education in the Mumbai and Navi Mumbai region. It has 13 Institutes located on 4 campuses, which now have over 8000 students in all.

CONVENTIONAL EDUCATION SYSTEM: The conventional education adopted at Al-Imam University is that type of traditional education, approved in the majority of academic programs at the university. Student must personally attend lectures according to the time table crafted by the college or the authority supervising the program. At the end of each and every academic semester, exams would be launching to assess students as to the curricula that they have been taught during the semester.

CONVENTIONAL LEARNING: It refers to conventional teaching and learning within a brick-and-mortar classroom facility. Contrast with e-learning.

TRADITIONAL EDUCATION: Traditional education is defined as teacher-centered delivery of instruction to classes of students who are the receivers of information. Traditional schools generally stress basic educational practices and expect mastery of academic learning in the core subjects of math, reading, writing, science and social studied.

ADVANTAGES OF TRADITIONAL EDUCATION: In traditional education, there is a high level of communication between a student and a teacher, as well as between students. It is very important as it helps increase students' level of confidence. Due to this, students become good communicators and teachers feel competent when they get feedback from students

NON TRADITIONAL EDUCATION: Non-traditional education is education that is offered in ways other than common daytime college classrooms. There are many versions of non-traditional education, such as college-prep education, evening courses, independent learning, online learning, residencies, cross-registration and one-on-one learning.

DIFFERENCE BETWEEN TRADITIONAL AND ONLINE LEARNING: These days online courses/training have become extremely popular, as more and more institutes and companies are offering courses online. However, despite the popularity of online education, vast groups of people consciously stay away from such methods, mostly due to misconception.

TRADITIONAL LEARNING: Traditional classes are more suitable for young children, teenagers, and young adolescents who are yet to join the workforce. Regular attendance in classes helps them interact with other individuals of their own age, be better disciplined, follow a regular schedule, and improve their physical fitness and mental alertness. Classroom learning helps students and teachers know each other in a better manner.

ONLINE LEARNING: In online classes, the learner is not directly interacting with the faculty. So in case of having any questions, they may find it difficult to ask their online instructor, as communication is often very impersonal. However, these courses often offer

alternatives to live query resolution like online forums, emails, and chat rooms. Using these alternatives can be helpful for individuals to get their queries answered.

TRADITIONAL vs. E- LEARNING:

The one main difference between classroom training and eLearning is that classroom training allows learners to personally interact with instructors and other learners in a live environment, whereas learners have to depend on electronic media to interact with the course in e-Learning.

RASHTRIYA UCHCHATTAR SHIKSHA ABHIYAN (RUSA): RUSA is a holistic scheme of development for higher education in India initiated in 2013 by the Ministry of Human Resource Development, Government of India. The centrally sponsored scheme aims at providing strategic funding to higher educational institutions throughout the country. Funding is provided by the central ministry through the state governments and union territories (UT), which in coordination with the central Project Appraisal Board will monitor the academic, administrative and financial advancements taken under the scheme. A total of 316 state public universities and 13,024 colleges will be covered under it.

Sub Unit – 4 Professional, Technical and Skill Based Education

PROFESSIONAL EDUCATION: Professional education includes any programs that improve the knowledge, skills, attitudes, or behaviours of health care providers on the importance of breast- feeding, the physiology and Management of lactation, or counselling related to breastfeeding.

ROLE OF PROFESSIONAL EDUCATION: The essence of professionalism is the delivery of a service in response to a social need. Professional education is a response to society's demands for expert help provided by competent people. The growth and development of a profession is a function of specific needs, and the role of the professional changes because of changes in society.

PROFESSIONAL EDUCATION COUNCIL: The Professional Education Council (PEC) is a representative faculty council, charged via Board Policy to represent and act on behalf of the Teacher Education.

PROFESSIONAL EDUCATION COUNCIL- EXAMPLE AND DETAILS: Professional councils are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards.

TECHNICAL EDUCATION: Technical courses are defined as courses in engineering, computer science, data science, math, statistics, chemistry, the physical sciences or the biological sciences. Each semester, you are required to take at least two technical courses that satisfy requirements for your major.

THE ROLE OF TECHNICAL EDUCATION: Technical education contributes major share to the overall education system and plays a vital role in the social and economic development of our nation. Technical Education can meet the escalating demands of growing society and to meet its multiplying demands. Everyone is aware of the importance of technical education. It helps students to develop theoretical and practical knowledge. It improves the quality of living standard by producing trained and experienced manpower.

TECHNICAL COURSES: A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music.

Vocational Course: In **India**, **vocational training** is provided as a part-time and full-time basis. Full time **training** is typically provided to the Industrial **Training** Institute which is also known as ITI while the part time programs are offered to the students at the board of State Technical **Education**.

MHRD: The Ministry of Human Resource Development, formerly Ministry of Education (until 25 September 1985), is responsible for the development of human resources in India. The Ministry is held currently by Ramesh Pokhriyal and is divided into two departments: the Department of School Education and Literacy, which deals with primary, secondary and higher secondary education, adult education and literacy, and the Department of Higher Education, which deals with university education, technical education, scholarship etc.

ORGANISATIONAL STRUCTURE:

The department is divided into eight bureaus, and most of the work of the department is handled through over 100 autonomous organisations under these bureaus.

SKILL BASED LEARNING: When we refer to Skill Education, we have to look at it from two perspectives-one where children and youngsters have been exposed to formal education and school and college level, yet do not possess the required skills to be employable and; second those who have never been exposed to any kind of formal education and need to acquire certain skills to be employable.

IMPORTANCE OF SKILL BASED EDUCATION: In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration.

Sub Unit – 5 Value Education and Environmental Education

VALUE EDUCATION: In our general life, we see that things, which are worthful at present time, become deteriorated in worth after a period of time. From a broader perspective, the aim of value education is linked with the fundamental question of what education itself is meant for.

IMPORTANCE OF VALUE EDUCATION: Value education means inculcating in the children a sense of humanism, a deep concern for the well-being of others and the nation. Values education is teaching and learning about the ideals that a society deems important. The aim is for students not only to understand the values, but also to relief them in their attitudes and behaviour, and contribute to society through good citizenship and ethics.

OBJECTIVES OF VALUE EDUCATION: Thus the ultimate aim of education is to achieve good life. Aims are an end in themselves and values are the product. For achieving any goal or objective we devise certain methods to achieve it and when we are able to achieve for reach the goal we call it values. Main objective of value education is to include the essential values depending upon the objectives, they may be individual, social and national values.

COMPONENTS OF VALUE EDUCATION: Education is burn care can be broken down into three main components: Surgical education, inter professional education, e.g. Critical care education and mentorship.

TYPES OF VALUE EDUCATION: Human Values, Social Values, Cultural and Religious Values, Ethical Values, Global Values, Spiritual Values

ENVIRONMENTAL EDUCATION: Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

OBJECTIVES OF ENVIRONMENTAL EDUCATION: The following are the objectives of environmental education: Awareness, Knowledge, Attitudes, Skills and Capacity Building, Participation**.**

CHARACTERISTICS OF ENVIRONMENTAL EDUCATION: The three characteristics of a good environmental education program are holistic learning, inclusive excellence, and critical inquiry. The characteristics of environmental education are: Holistic Learning, Inclusive Excellent, Critical Inquiry

Sub Unit – 6 Policies, Governance and Administration

MAKING OF CONSTITUTION: This article speaks of formulation of Indian Constitution. From the pre independence state how India developed to a mature democratic country and how constitution was formed, all these things are mentioned over here.

SALIENT FEATURES OF CONSTITUTION: India is a socialist, sovereign, secular and democratic country. All these features are elaborately discussed over here. Besides this other features of constitution is also mentioned over here.

SOURCES OF CONSTITUTION: In this article, all the important sources (means the idea of several provisions of constitution) are discussed over here.

INDIAN STATES AND UT: India is a union of 29 states and seven union territories. This article speaks of formulation of state and its boundaries and also incorporation of new states.

CITIZENSHIP: This article clearly mentions the criteria to be a citizen of India. Acquisition and cancellation of citizenship are elaborately discussed over here.

FUNDAMENTAL RIGHT: Constitution of India ensures six fundamental rights. Right to equality, freedom of expression, personal life and liberty, Right against exploitation, Cultural and religious rights and right to constitutional remedies are discussed over here.

UNION GOVERNMENT: Parliament of India comprises of President, Lokhsabha and Rajya sabha. All rules and regulation of parliament and structure of parliament are mentioned over here.

STATES GOVERNMENT: India is a union of 29 states .How states govt. is formed and all the provisions of Legislative assembly are discussed over here.

LOCAL GOVERNMENT: Function and formulation Panchayat and Municipality is discussed over here.

SUPREME COURT: Supreme Court is the apex court of India. Appointment of Judges and chief justice of India and other regulations are discussed over here.

ATTORNEY GENERAL OF INDIA: He is the highest legal officer of the country. He can participate in the proceedings of parliament. His appointment and qualification is mentioned over here

PLANNING COMMISSION: Planning Commission of India was formed in 1950. It is a non-constitution and non-statutory body.

NITI AAYOG: It was formed in 2015. It is a non-constitutional and non-statutory body. It is new and modified version of planning commission.

LOKPAL AND LOKAYUKT: This is the provision of ombudsman. This provision is introduced in India to abolish corruption.

IMPORTANT ARTICLES: In this table, all the important articles of Indian Constitution are elaborately discussed over here.

Section – 2: Key Statements

Ancient Indian Education (1.1), Aims of Education (1.2.), Commencement of Education (1.3.), Education of Women (1.4.), Vocational Education (1.6.), Methods of Learning (1.7.): Memorization (1.7.1.), Critical Analysis (1.7.2.), Introspection (1.7.3.), Story Telling (1.7.4.), Question and Answer Method (1.7.5.), Hands-on Method (1.7.6.), Seminars (1.7.7.), Period of Study (1.7.8.), Types of Teachers (1.8.), Famous Educational Institutions (1.10): Takshasila (1.10.1.), Nalanda (1.10.2.), Vallabhi (1.10.3.), Vikramasila (1.10.4.), Ujjain (1.10.5.), Benaras (1.10.6.), Salotgi (1.10.7.), Ennayiram (1.10.8.), Sringeri and Kanchi (1.10.9.), UGC (2.1.1.), National Eligibility Test (2.2.), Research Council (2.3.), Indian Institute of Advanced Study (2.4.), Human Development Index (2.5.), Language Universities (2.6.), Defence University (2.7.), Virtual University (2.8.), Meta University (2.9.), South Asia University (2.10.), NAAC (2.11.1.), NBA (2.11.2.), Accreditation Board (2.11.3.), NCERT (2.11.4.), NUEPA (2.11.5.), UNDP (2.11.6), IGNOU (2.13.), Charter Act (2.15.1.), Elphinstone Report (2.15.2.), Wood Dispatch (2.15.4.), Hunter Commission (2.15.5.), Universities Commission (2.15.6.), National Council of Education (2.15.7.), Hartog Committee (2.15.10.), Wardha Scheme of Education (2.15.12.), Sargent Report (2.15.13.), Indian University Education Commission (2.15.14.), The Secondary Education Commission (2.15.15.), National Council for Women's Education (2.15.16.), Kothari Commission (2.16.), NPE (2.17.), New National Policy on Education (2.19.), Revised New National Policy on Education (2.20.), Oriental Education (3.1.), Traditional Education (3.2.2.), Non-Traditional Education (3.3.), RUSA (3.3.4.), Professional Education (4.1.), Value Education (5.1.), Environmental Education (5.2.), Making Of Constitution (6.2), Source of Constitution (6.3), Salient feature of Constitution (6.4), Parts and Schedules of Constitution (6.6), Indian States and Union Territories (6.8), Citizenship (6.9), Fundamental Right (6.10), DPSP (6.11), Fundamental Duties (6.12), Union Government (6.13), States Government (6.14), Local Government (6.15), Supreme Court (6.16), High Court (6.17), Attorney General (6.18), CAG (6.19), Election Commission of India (6.20), Human Right Commission (6.21), Planning Commission (6.23), NITI AAYOG (6.24), Lokpal and Lokayukt (6.25), Important Articles (6.26), Important Amendments of Constitution (6.28), Important Facts (6.29).

[N.B. – Numbers in parenthesis are the reference number]

Sub Unit – 1
Institutions of Higher Learning and Education in Ancient India

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1.1. Concept of the Uniqueness of Ancient Indian Education

Institutions of higher learning and education in ancient India - In ancient India, a child followed the occupation of his father, either religious or professional and his training in that particular field was provided by his father in his house. Over a period of time, two systems of education developed the Vedic and the Buddhist. As the name indicates in the former system Vedas, Vedangas, Upanishads and other allied subjects were taught while in the latter system, thoughts of all the major school of Buddhism was taught. While Sanskrit was the medium of instruction in the Vedic system of education, Pali was the medium of instruction in the Buddhist system of education. But both systems offered vocational education apart from religious education of their respective faiths. There was also a purely vocational system of education wherein master craftsmen and artisans taught their skills to students who worked as an apprentice under them.

The uniqueness of Ancient Indian Education: From time immemorial, India has explicitly recognized that the supreme goal of life is self-realization and hence the aim of education has always been the attainment of such fullness of being. But at the same time, it was also recognized that different individuals have naturally different inclinations and capacities. Hence not only the highest philosophy but also ordinary subjects like literature and science as also vocational training find a place in the ancient education system. The education system of ancient India may claim to be unique in the world in many respects like Institutions of higher learning and education in ancient India

1.2. Aims of Education

The aims of education were to provide good training to young men and women in the performance of their social, economic and religious duties. Also preservation and enrichment of culture, character and personality development and cultivation of noble ideals were the other aims of education in ancient India.

1.3. Commencement of Education

In the Vedic system, education of a child commenced at the age of five with the ceremony called Vidyarambha. It was marked by learning the alphabets for the first time and offering worship to Goddess Saraswathi. But it was only after the ceremony called Upanayana that a child used to leave his parent's home and go to stay in the house of his teacher to commence his study. He was now called Brahmacharin. Upanayana ceremony was held to Brahmin boys at the age of eight, for the Kshatriya boys at the age of ten and for the Vaishya boys at the age of twelve. In the Buddhist system of education, a child commenced his education at the age of eight after an initiation ceremony called Prabrajya or Pabbajja. This ceremony was open to person of all castes unlike the Upanayana ceremony where only the Brahmin, Kshatriya and Vaishya caste were eligible. After the initiation ceremony the child left his home to live in a monastery under the guidance and supervision of his preceptor (monk). He was now called Sramana and used to wear a yellow robe. In the Vedic system of education a Bramachari after finishing his education was eligible to become a Grihasta or householder, in the Buddhist system of education after finishing his education, a Sramana was given a full status of monkhood or Bhikshu.

1.4. Education of Women

A high standard of learning and culture was reached by Indian women during the Vedic age. In addition to training in the arts of housekeeping they learnt music and dancing. Like boys, girls had to undergo the upanayana ceremony. There were two classes of educated women, Sadyodwahas- who prosecuted studies till their marriages and Bramhavadiniswho did not marry and pursued their studies though out their lives. Women were also taught the Vedas and Vedangas, but the extent of their study was restricted only to those hymns which were necessary for the Yajna (sacrifice) or other ritualistic operations. Women sages were called Rishikas. The Rigveda mentions the name of some of some of the famous women seers like Ghosha, Apala, Lopamudra, Visvavara, Indrani, etc. who composed hymns. During the Upanishad period we find scholarly women like Maitreyi and Gargi taking part in public debates and discussions with philosophers and sages.

1.5. Subject of Study

The main subjects of study in the Vedic system of education were the four Vedas, six Vedangas (phonetics, ritualistic knowledge, grammar, exegetics, metrics and astronomy), the

Upanishads, the six darshanas (nyaya, vaiseshika, samkya, yoga, mimamsa and vedanta), puranas (history). tarkashastra (logic), etc.

The chief subjects of study in the Buddhist system of education were the three Pitakas (sutta, vinaya and abhidhammal, the works of all the eighteen schools of Buddhism, hetu-vidya, sabda-vidya, chikitsa-vidya, etc. The Vedas were also studied for acquiring comparative knowledge.

The art of writing was known in India for a long time. Those who wanted to become religious leaders had to learn several scripts. In Jaina works like SamavayaSutraandPragnapara Sutra reference to 18 different scripts are available. Buddhist literary works like Lalitavistaraand Mahavastumention different types of scripts in vogue. While the former refer to 64 types of scripts the latter to about a dozen types of scripts. Regarding the curricula of school students, the Chinese traveller Hiuen Tsang says that children began by learning the alphabet and then began the study of five subjects like grammar, arts and crafts, medicine, logic and philosophy. This was the general scheme of studies for laymen of all sects. Other subjects of study were law (dharmashastras), arithmetic, ethics, art and architecture (silpasastra), military science (dhanurvidya), performing arts, etc.

1.6. Vocational Education

A majority of people earned their livelihood by following various professions. Ancient Indian literature refers to sixty-four arts which include weaving, dyeing, spinning, art of tanning leather, manufacture of boats, chariots, the art of training elephants and horses, art of making jewels, implements and equipment, art of dance, music, agriculture, building houses, sculpture, medical science, veterinary science, the profession of a chemist, manufacture of perfumes and a host of other professions. In the vocational system of education young men used to work as apprentices under a master for a number of years and gained expertise in their respective professions. The apprentices were taught free of cost and provided with boarding and lodging by the master.

1.7. Methods of Learning

Institutions of higher learning and education in ancient India - In ancient India close relationship existed between the pupil and the teacher. The teacher used to pay individual attention on his students and used to teach them according to their aptitude and capability. Knowledge was imparted orally and the different methods of learning were-

1.7.1. Memorization:

The preliminary stage of learning was learning by heart the sacred text through indefinite repletion and rehearsal by both the teacher and the taught.

1.7.2. Critical Analysis:

This was another method in which knowledge was comprehended. It was through critical analysis that Sri Ramanuja and Sri Madhvacharya differed from their teachers on the interpretation of the Brahmasutra composed by Sri Shankara and later came out with their own interpretation of the Brahmasutra. Madhvacharya even made his teacher subscribe to his view which shows that gurus were open to new ideas and views articulated by their students.

1.7.3. Introspection:

Sravana (listening), Manana (contemplation) and Nididhyasana (concentrated contemplation) of the truth so as to realize it was another method to study Brahma Vidya (Vedanta).

1.7.4. Story Telling:

Stories and parables to explain. This was the method Buddha used to explain his doctrines.

1.7.5. Question and Answer Method:

In this method the pupils used to ask questions and the teacher used to discuss at length on the topics and clear their doubts.

1.7.6. Hands-on Method:

For professional courses including medical science, students/apprentices used to learn by observation and through practical method.

1.7.7. Seminars:

The students also gained knowledge thought debates and discussions which were held at frequent intervals.

1.7.8. Period of Study:

It took 12 years to master one Veda. Hence depending upon the wish of the student to learn as

many subjects, the period of study varied. It was 12 years, 24 years, 36 years or 48 years. A graduate was called Snataka and the graduation ceremony was called Samavartana.

1.8. Types of Teachers

1.8.1. Acharya:

Acharyawasa type of teacher who taught his pupil Vedas without charging fee from the pupils.

1.8.2. Upadhyaya:

Upadhyayawas the one who adopted teaching as a profession to earn his livelihood and taught only a portion of the Veda or Vedangas.

1.8.3. Charakas:

Charakasor wandering scholars toured the country in quest of higher knowledge. Thought not normally competent as teachers they were regarded as possible source of knowledge by SatapathaBrahmana. Hiuen Tsang was struck with the knowledge gained by some of the wandering teachers (called BhikkhusandSadhus during his times) and who had accumulated a treasure of knowledge by constant travel and who used to gladly impart it to others.

1.8.4. Guru:

Guru was the one who used to lead a gruhasta life and earn his livelihood after imparting education to his disciples and maintain his family.

1.8.5. Yaujanasatika:

Yaujanasatikawereteachers famous for their profound scholarship that students from distant places, as far as from a distance of hundreds of miles would come to seek their guidance.

1.8.6. Sikshak:

Sikshakawasa teacher who gave instruction in arts like dancing.

1.9. Educational Institutions

1.9.1. Gurukul:

The Gurukul was the house of the teacher who was a settled house-holder. After the initiation ceremony a child would leave his natural parents and reside in the house of his preceptor or Guru till the end of his studies.

1.9.2. Parishads:

Then there were Parishadsor Academies where the students of advanced learning gathered and enriched themselves through discussions and discourses. Being seat of learning they were originally conducted by three Brahmins. But the number gradually increased till it was settled that a Parishad ought to consist of 21 Brahmins well versed in philosophy, theology and law.

1.9.3. Sangam:

During first century AD association of literati were convened at regular intervals in Tamilnadu which was known as Sangam. The purpose of these gathering of scholars was to adjudge the literary excellence of works submitted for criticism and to set the standard in Tamil style. These gathering were patronized by kings.

1.9.4. Goshti:

Goshtior Conferences was a national gathering or Congress summoned by a great king in which representatives of various schools were invited to meet and exchange their views. In one such conference called by king Janaka of Videha, the great scholar Yajnavalkya won a special prize of 1000 cows with horns hung with gold.

1.9.5. Ashramas:

Ashramasor hermitages were another center where students from distant and different parts of the country flocked together for learning around famous sages and saints. For example the Ashrama of Bharadwaj at Prayag was a very big Ashrama where princes like Bharat used to study. Another Ashrama was that of Naimisha located in the forest of Naimisharanya headed by sage Saunaka. Here ten thousand pupils and numerous learned teachers and scholars held constant discussions and debates on religious, philosophical and scientific topics. Another famous Ashrama was that of sage Kanva on the banks of river Malini, a tributary of the river Saryu.

1.9.6. Vidyapeeta:

Vidyapeetawas an institution for spiritual learning founded by the great acharya, Sri Shankara in places like Sringeri, Kanchi, Dwarka, Puri and Badri. The Vidyapeeta had a teacher whose influence extended to thousand villages roundabout and was presided by a Jagadguru.

1.9.7. Ghathikas:

Ghathikaswas an institution of highest learning where both the teachers and the taught met and discussed and where by the clash and contact of cultured scholars the highest knowledge could be obtained in religious literature.

1.9.8. Agraharas:

Agraharasweresettlements of Brahmins in villages where they used to teach.

1.9.9. Mathas:

Mathaswas a place where pupils used to reside and received instructions both religious and secular. These mathas belonged to both Shaiva and Vaishnava sects and were normally attached to some temples or had some temples attached to them.

1.9.10. Brahmapuri:

Brahmapuriwas a settlement of learned Brahmins in parts of towns and cities or in any selected area where education was imparted.

1.9.11. Vihara:

Viharawas a Buddhist monastery where all subjects concerned with Buddhism and its philosophy was taught.

1.10. Famous Educational Institutions

1.10.1. Takshasila:

This was a chief center of learning in 6^{th} century B.c. Here sixteen branches of learning were taught in different schools; each presided by a special professor. There were schools of painting, sculpture, image making and handicrafts. But this university was reputed for its medical school. One famous student of this medical school was Jivaka who cured king Bimbisara of Magadha and the great Buddha. Jivaka had studied here for seven years under the Rishi Atreya.

1.10.2. Nalanda:

Renowned for its cosmopolitan and catholic character, the University of Nalanda was famous for its faculty of Logic.

1.10.3. Vallabhi:

While Nalanda was the famous seat of learning in eastern India, Vallabhi was the renowned seat of learning in the western India. If Nalanda was specializing in the higher studies of Mahayana Buddhism, Vallabhi was the center for the advanced learning in Hinayana Buddhism. Secular subjects like Arthasastra (economics), NitiShastra (law) and ChikitsaSastra (medicine) were also taught here and like Nalanda students from all parts of India used to come here to study. Students who graduated from this university used to be employed in the royal courts as administrators with huge responsibilities. Just like Nalanda University was destroyed by Muslim invaders, Vallabhi also met the same fate.

1.10.4. Vikramasila:

The University of Vikramasila was renowned for Tantric Buddhism.

1.10.5. Ujjain:

It was famous for its secular learning including mathematics and astronomy.

1.10.6. Benaras:

Benaras was well-known for teaching theology.

1.10.7. Salotgi:

Salotgi in Karnataka was an important Centre of learning. It had 27 hostels for its students who hailed from different provinces. This college was richly endowed in 945 A.D. by Narayana the minister of Krishna III with the revenues of houses, land and levies on marriages and other ceremonies.

1.10.8. Ennayiram:

Ennayiram in Tamilnadu provided free boarding and tuition to 340 students.

1.10.9. Sringeri and Kanchi:

Other important centers of learning in South India were Sringeri and Kanchi.

1.11. High Standard of Education

The quality of education imparted in ancient India was unparalleled. Hence in spite of various hardship and hurdles students from different parts of the world flocked to Indian universities. Amir Khusrau (1252-1325 A.D.) mentions that scholars have come from different parts of the world to study in India but no Indian scholar have found it necessary to go abroad to acquire knowledge. Indian scholars were in great demand abroad. Caliphs like AI Mansur and Harun AI Rashid (754-809 A.D.) sent embassies to India to procure Indian scholars. Astronomical treatise like Brahmasiddhanta and the Khanda Khadyaka of Brahmagupta and the medical books of Charaka, Susruta and Vagbhatta were translated to Arabic. As a home of knowledge and wisdom ancient India produced scores of scholars on various subjects like Buddha and Shankara (philosophy), Kautilya (political science and administration), Sushruta (surgery), Charaka (medicine), Kanada (physicist; propounder of atomic theory), Nagarjuna (Chemistry), Aryabhatta and Varahamihira (Astronomy), Baudhayana and Brahmagupta (mathematics) and Patanjali (yoga) to name a few. The knowledge of ancient Indians in the field of metallurgy was extraordinary as it is evidenced by the Iron pillar at Delhi which till now has not rusted though exposed to elements since hundreds of years. How such a huge column was casted is still a mystery to scientists. The lofty temples found in Karnataka, Tamilnadu, Odisha and Khajuraho to name a few shows the expertise which ancient Indians had in Structural Engineering. As the whole world knows, the concept of zero was a contribution of ancient Indians.

1.12. The Decline

With the invasion of Muslim conquerors nearly all the centers of higher learning of the Hindus and Buddhists were destroyed. Nalanda was burnt to the ground in 1197 AD. and all its monks were slaughtered. Kanauj and Kashi were looted and plundered. Temples and educational institutions and libraries were put to destruction and they were replaced by mosques. In spite of such merciless and extensive destruction, Hindu educational institutions remained a living reality. They sustained strength from its inherent vitality and vigour and maintained the Hindu education system. Even during the reigns of terror and turmoil, merciless persecution and wanton destruction, the Hindu culture and scholarship continued to survive, though it had to migrate to more congenial regions within the country (B.N.Luniya - Life and Culture in Medieval India, Kamal Prakashan, Indore. 1978, p. 271).

While the Buddhist system of education was extinguished, the Vedic system of education found patronage in the southern peninsula in places like Hampi, Sringeri and Kanchi. It was under the patronage of Vijayanagara rulers that the Vedic savants Sayana and Madhava wrote commentaries on the Vedas. It was in the south that Ramanujacharya, Basaveshwara and Madhvacharya propounded the philosophy of Vishishtadwaita, Shakti Vishishtadwaita and Dwaita. With regards to the vocational system of education many new crafts and skills were introduced in India after the advent of Muslim into India and till the establishment of British rule in India, many industries like textile manufacturing, ship building, jewelry making and other allied industries flourished which shows the skill and expertise I ndians had and in turn the knowledge they had received from their teachers. The products of Indian industries not only fulfilled the needs of Asian and African countries, but were also in great demand in the markets of Europe.

Sub Unit – 2
Evolution of Higher Learning and Research in Post-Independence India

2.1. Regulatory Framework of Higher Education in India

While the centre coordinates and determines the standards in higher and technical education, school education is primarily the responsibility of the state. The key policy-making agencies for higher education are as follows:

i) Central Government: It lays down the National Policy on Education. it provides grants to the UGC and establishes Central Universities/Institutions of national importance in the country. It is also responsible for declaring an educational institution as 'Deemed-to-be University' on the recommendations of the UGC.

ii) State Governments: Many states have also set up state councils and advisory boards to provide guidelines for proper functioning of higher education institution in the states. State Councils for Higher Education coordinates the roles of government, universities, and apex regulatory agencies in higher education within the state.

iii) Central Advisory Board of Education (CABE) was set up for coordination and cooperation between the union and the states in the field of education, including policy making.

2.1.1. University Grant Commission (UGC):

UGC governs universities in India and came into existence on 28 December 1953. It became a statutory organization established by an act of Parliament in 1956.

i) According to Section 12 of UGC Act, the main function of UGC is coordination, determination, and maintenance of standards in universities.

ii) it also disburses funds within the university education system. Most importantly, it only acts as a recommendatory body since it does not have any power to establish or derecognize any university.

iii) UGC consists of the Chairman, Vice-Chairman, and 10 other members appointed by the Central Government. Secretary is the Executive Head. It functions from New Delhi as well as its six regional offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

iv) UGC also implements various schemes aimed at improving the quality of higher education like Universities with Potential for Excellence (UPE), Colleges with Potential for Excellence

(CPE), Centre with Potential for Excellence and a Particular Area (CPEPA), Special Assistance Programme (SAP), Basic Scientific Research (BSR), etc.

v) Dr. C.D. Deshmukh was the first Chairman of UGC.

2.1.1.a. Central University:

Universities can be set up only through legislation or the deemed route. At present, the main constituents of universities or university-level institutions are listed below.

Central Universities	47
State Universities	365
Deemed universities	122
Private Universities	269
Total universities	803

Source: ugs.ac.in as on August 21, 2017. In addition, there are many university level institutions.

A central university or a union university in India is established by Act of Parliament and are under the purview of the Department of Higher Education in the Union Human Resource Development ministry. In general, universities in India are recognised by UGC which draws its power from the university grants Commission Act, 1956.

i) There are 47 central universities under the purview of MHRD. Out of them, 16 new central universities were established in 2009 by an Act of Parliament, namely, Central Universities Act, 2009.

ii) IGNOU, New Delhi is funded directly by the MHRD.

iii) President of India is the Visitor of all central universities, In that capacity, he nominates some members to important committees of the university for their effective functioning. he also exercises powers in various legal matters and relevant amendments.

The state/UT wise list of central universities is given below.

Arunachal Pradesh (1)

1) Rajiv Gandhi University, Itanagar (2007-formerly Arunachal University)

Assam (2)

2) Assam university, Silchar (1994)

3) Tezpur University, Tezpur (1994)

Bihar (3)

4) Central University of South Bihar, Patna (est 2014- territorial jurisdiction south of river Ganges in Bihar)

5) Mahatma Gandhi Central University, Patna (est 2014- territorial jurisdiction north of river Ganges in Bihar)

6) Nalanda University, Rajgir, Nalanda (2010 established under Central Act.

Chhattisgarh (1)

7) Guru Ghasidas Vishwavidyalaya, Bilaspur (2009, Converted from State University, originally set up in 1983)

Gujarat (1)

8) Central University of Gujarat, Gandhinagar (2009)

Haryana (1)

9) Central University of Haryana, Mahendragarh (2009)

Himachal Pradesh (1)

10) Central University of Himachal Pradesh, Dharamshala (2009)

Jammu & Kashmir (2)

11) Central of University of Kashmir, Srinagar (2009)

12) Central University of Jammu, Jammu (2011)

Jharkhand (1)

13) Central University of Jharkhand, Ranchi (2009)

Karnataka (1)

14) Central University of Karnataka, Gulbarga (2009)

Kerala (1)

15) Central University of Kerala, Kasargod (2009)

Madhya Pradesh (2)

16) Dr. Harisingh Gour Vishwavidyalaya, Sagar (2009, converted from State University to Central University, originally set up in 1946)

17) Indira Gandhi National Tribal University, Amarkantak (2007)

Maharashtra (1)

18) Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha (1997)

Manipur (2)

19) Central Agricultural University, Imphal (1993)

20) Manipur University, Chanchipur, Imphal (2005)

Meghalaya (1)

21) North Eastern Hill university, Shillong and TURA (1973)

Mizoram (1)

22) Mizoram University, Aizawl (2000)

Nagaland (1)

23) Nagaland University, Kohima (1994)

Odisha (1)

24) Central University of Orissa, Koraput (2009)

Punjab (1)

25) Central University of Punjab, Bathinda (2009)

Rajasthan (1)

26) Central University of Rajasthan, Ajmer (2009)

Sikkim (1)

27) Sikkim University, Gangtok (1997- Dr M.S. Swaminathan, the Father of Green Revolution in India and first winner of World Food Prize, was the VC of Sikkim University)

Tamil Nadu (2)

28) Central University of Tamil Nadu, Thiruvarur (2009)

29) Indian Maritime University, Chennai (2008)

Telangana (3)

30) Hyderabad central University, Hyderabad (1974)

31) Maulana Azad National Urdu University, Gachibowli, Hyderabad (1998)

32) The English and Foreign Languages University, Hyderabad (2007)

Tripura (1)

33) Tripura University, Agartala (2007)

Uttar Pradesh (5)

34) Aligarh Muslim University, Aligarh (Originally MAO College, was incorporated as a Central University by an Act of Parliament in 1920)

35) University of Allahabad, Allahabad (set up in 1987, it is one of the oldest universities in India)

36) Babasaheb Bhimrao Ambedkar University, Lucknow (1996)

37) Banaras Hindu University, Varanasi (1916, it is one of the oldest and largest central universities)

38) Rajiv Gandhi National Aviation University, Raebareli (2014)

39) Rani Lakshmi Bai Central Agricultural University, Jhansi (2014, under Department of Agricultural Research and Education)

Uttarakhand (1)

40) Hemwati Nandan Bahugunagarhwal University, Srinagar (2009, converted from State University to Central University, originally set up in 1973)

West Bengal (1)

41) Vishwa Bharati, Shantiniketan (1951)**)**

Delhi (5)

42) University of Delhi, Delhi (1922)

43) Indira Gandhi National Open University, New Delhi (1985)

44) Jamia Millia Islamia, Jamia Nagar, New Delhi (1988)

45) Jawaharlal Nehru University, New Delhi (1969)

46) South Asian University, New Delhi (established under Central Act, sponsored by the eight Member States of the South Asian Association for Regional Cooperation (SAARC). The eight countries are Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka)

Pondicherry (1)

47) Pondicherry University, Pondicherry (1985)

Note: Seven universities namely (i) Central Agricultural University, Imphal, (ii) Indira Gandhi National Open University, New Delhi (iii) Indian Maritime University, Chennai, (iv) Nalanda University, Bihar, (v) Rajiv Gandhi National Aviation University, Raebareli, Uttar Pradesh, (vi) South Asian University, New Delhi and (vii) Rani Lakshmi Bai Central Agricultural university, Jhansi are not funded by UGC as these are directly funded by Government of India. Goa has no central University, as per the request of the state government.

Indian National Defense University (INDU) is a proposed university of defense of the Government of India, which will be established at Binola in Gurgaon, Haryana. The principle proposal was accepted by the Union Cabinet on 13 May 2010 and is expected to become functional by 2018-19.

2.1.1.b State Universities:

A university established or incorporated by a Provincial Act or by a State Act is called a state university.

The state universities are included in the List of 12 (B) of UGC Act, 1956 and are eligible for central assistance.

Although the development of state universities is the primary concern of state governments, development grants, including grants under special schemes, are provided to all eligible state universities. Such grants facilitate the creation, augmentation, and upgradation of infrastructural facilities that are not normally available from the state government or other sources of funds.

State universities dominate university education in India as they account for almost half the universities and also for 84% of total enrolment.

2.1.1.c. Deemed university and Autonomous university:

A deemed to be university, commonly known as a deemed university, refers to a high-performing institution, as declared by the central government under Section 3 of the UGC Act, 1956.

Deemed universities can be approved only by an executive order after UGC recommendation. Although they enjoy all the powers of a university, they do not have the right to affiliate colleges.

i) Indian Institute of Sciences, Bangalore, and Indian Agricultural Research Institute, Delhi, were the first two institutes to be granted a deemed status. IISc was granted the status in 1958 though it was set up in the year 1908.

ii) Manipal Academy of Higher Education (MAHE) was the first private institution to be declared a deemed university in 1976.

The following institutions of higher learning are few prominent examples of deemed to be university.

i) National University of Educational Planning and Administration (NUEPA), New Delhi
ii) Rashtriya Sanskrit Vidyapeetha, Tirupati
iii) ShriLal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi
iv) Rashtriya Sanskrit Vidyapeetha, Tirupati
v) National Dairy Research Institute, Karnal
vi) Tata Institute of Fundamental Research, Mumbai

The top ranking states in terms of total number of universities are Rajasthan, Uttar Pradesh, and Tamil Nadu.

The 11th Five year plan envisaged establishment of 14 world class central universities (renamed as innovative universities aiming at world-class standards).

Autonomous University/colleges refer to a university/college which exercises independent control over its day-to-day operations and curriculum. It is generally associated with universities, institutions and implies that the sponsoring state does not have control over academic matters of the school.

2.1.1.d. Private Universities:

A university established through the state or central act by a sponsoring body, namely a society registered under the Societies registration Act, 1860 or any other corresponding law for the time being in force, in a state or a public trust or a company registered under Section 25 of the Companies Act, 1956 is called a private university.

The private universities are competent to award degrees as specified by UGC under Section 22 of the UGC Act with the approval of the statutory councils, whenever required through their main campus.

The first private university set up in 1995 was the Sikkim Manipal University of Health, Medical and Technological Science, Gangtok.

2.2. National Eligibility Test

National Eligibility Test (NET) is being conducted by the UGC since 1989 for eligibility for lectureship. There is a system of National Eligibility Test for selection of teachers in the system. The student-teacher ratio in the Indian system of higher education is 1:21. Around 70,000 students appear for the test every year. Pass percentage is around 5%. Eight State Level Tests have been accredited at per with NET.

2.3. Research Council

Among all the Indian councils, Research councils have made India proud appreciably. India boasts a significant key contribution to global research and development.

There are various councils in India - statutory, research, regional, autonomous, promotion councils, public sector undertakings, and private sector councils.

So, it's worth mentioning all major and pioneer Indian research councils here.

A council is a group of people who make decision, discussing & consulting together and reaching to some point unanimously.

Indian Council of Agricultural Research

This autonomous is also lessened as ICAR India. Indian Council of Agricultural Research is responsible for co-coordinating, guiding and managing research and education in agriculture and its various subsidiaries like horticulture, floriculture, animal science and husbandry, fisheries.

No. of Research Institutes: 101

Head Quarters: New Delhi.

Foundation Day: 16 July

President: Radha Mohan Singh (Union Minister of Agriculture).

Achievements of Indian Council of Agricultural Research:

Various divisions under this organization have achieved remarkable milestones till now from the independence of India.

It has been bestowed with King Baudoin Award in 1989 for its valuable contribution in ushering in the green revolution.

Crop Science division has achieved spectacular success in introduction and improvement of new crops. Other major achievements counts protected cultivation, development of consortia of bio-fertilizers, web based agro-advisory services.

Indian Council of Social Science Research

Indian Council of Social Science Research (ICSSR) was established to review and monitor the progress of social science research.

This Council also sponsors and administers social science research programs. In addition to that, this organization also advises Government of India on all matters related to social science research.

No. of Research Institutes: 27

Head Quarters: New Delhi.

Established: 1969

Chairman: Prof. SukhadeoThorat.

Achievements of Indian Council of Social Science Research:

This organization boasts many achievements in the form of international collaborations, Cultural Exchange Programs, and publications.

The Indian Institute of Economics (IIE), a division under Indian Council of Social Science Research, has developed a Library with over twelve thousand volumes and carried out over 150 research studies and surveys pertaining social science.

Council of Scientific and Industrial Research, India

As the name stats, it is apex body for industrial and scientific research in India. This autonomous body has developed over 1,376 technologies during late 90s.

No. of Research Institutes: 43

Head Quarters: New Delhi, India.

Established: 1942

Chairman: Prime Minister of India.

Achievements of Council of Scientific and Industrial Research:

There is a huge list of amazing achievements of Council of Scientific and Industrial Research, India. Few preeminent achievements are permanent/indelible link, herbal contraceptive, and baby milk food from buffalo milk, Special Glasses, Menthol Mint, and many more.

One would feel at a loss for words if start counting incredible moments when Council of Scientific and Industrial Research made India proud for its marvelous inventions/developments. This is why CSIR NET is considered one of the toughest research fellow exams in India.

Broadcast Audience Research Council India

This is a research organization with the motive to focus its empirical research in analyzing TRP of TV Serials, shows and movies on Indian television.

The Broadcast Audience Research Council is a non-profit body which is guided by Telecom Regulatory Authority of India and Ministry of Information and Broadcasting.

Head Quarters: Mumbai.

Established: 2010

Chairman: Punit Goenka.

CEO: Partho Dasgupta

Achievements of Broadcast Audience Research Council India:

This organization promises to solve the puzzle of Broadcast Audience Research in a country with an estimated television audience of 153 million home. Over 300 channels have been watermarked for measurement with its technology.

Indian Council of Philosophical Research, ICPR

Indian Council of Philosophical Research also abbreviated as ICPR India, is an organization working in order to strengthen philosophical research and studies in India. With these objectives it also undertakes fellowships and conducts seminars, lectures, and exchange programs.

Indian Council of Philosophical Research comes under Department of Higher Education and Ministry of Human Resource Development.

Head Quarters: New Delhi.

Established: March 1977

Chairman: Prof. S.R. Bhatt.

Achievements of Indian Council of Philosophical Research:

This organization has developed a top class library for philosophy. Also, Indian Council of Philosophical Research is continuously working in order to imbibe the achievements of the philosophers in India and developing plans to promote philosophical research.

Indian Council of Forestry Research and Education

It is a government agency under the Ministry of Environment and Forests, India. This council promotes and conducts forestry research and education in tune with the emerging issues in the sector.

No. of Research Institutes: 9 (along with 4 advanced research centers)

Head Quarters: Dehradun, Uttarakhand, India.

Established: 1986

Chairman: Sh. Ajay Narayan Jha.

Achievements of Indian Council of Forestry Research and Education:

This organization has not only provided solutions in forestry research, but also achieved remarkable milestones in the field of forest education and nationwide network for dissemination of statistics.

It conducted Environmental Impact Assessment studies and formulation of Environmental Management Plan for *Tehri/Pauri Garhwal* Project. Other Achievements are:

• Online database for retrieval of information on genes conferring stress tolerance.

• Cultural studies for 53 isolates of *Fusariumsolani.*

• Collected *Calamuslatifolius Roxb* (rare cane) for the first time from southern India.

• Developed various non-destructive harvesting and cultivation techniques.

Indian Council for Medical Research

The council itself needs no introduction. This is one of the oldest and renowned medical research councils in the world. This apex body is responsible for biomedical research in India. It comes under Department of Health Research, India.

No. of Research Institutes: 33

Head Quarters: New Delhi, India.

Established: After 1949 redesigned as Indian Council for Medical Research.

Chairperson: Dr. Soumya Swaminathan.

Achievements of Indian Council for Medical Research:

• ICMR glucometer.

• US patent for diagnosis of *kala-azar* and PKDL.

• US patent filed for centrin knock-out mutants of *leishmaniadonovani.*

• Papers and publications.

• Investigation of outbreaks.

• Development of drugs and vaccines.

With these highlights and breakthrough, this is an end to the article about the never-ending achievements of Indian research councils. Most of these council came into existence after independence & in this relatively short period time, these councils made an incredible and outstanding history to be fondly remembered by every Indian.

2.4. Indian Institute of Advanced Study

The Indian Institute of Advanced Study (IIAS) is a research institute based in Shimla, India. It was set up by the Ministry of Education, Government of India in 1964 and it started functioning from 20 October 1965.

The Institute is administered by a Society and a Governing Body, the members of which come from varied backgrounds. A statutory Finance Committee advises the Governing body in financial matters.

The director of the institute is assisted by a secretary, a deputy secretary a public relations officer and other supervisory staff.

Established	1965
Research type	Research Institution
Director	Professor Makarand Paranjape
Staff	150
Location	Shimla, Himachal Pradesh, India

2.5. Human Development Index

The Human Development Index (HDI) is a statistic composite index of life expectancy, education, and per capita income indicators, which are used to rank countries into four tiers of human development. A country scores a higher HDI when the lifespan is higher, the education level is higher, and the gross national income GNI (PPP) per capita is higher. It was developed by Pakistani economist Mahbub Ul Haq, with help from Gustav Ranis of Yale University and Meghnad Desai of the London School of Economics, and was further used to measure a country's development by the United Nations Development Program (UNDP)'s Human Development Report Office.

The 2010 Human Development Report introduced an Inequality-adjusted Human Development Index (IHDI). While the simple HDI remains useful, it stated that "the IHDI is the actual level of human development (accounting for inequality)", and "the HDI can be viewed as an index of 'potential' human development (or the maximum IHDI that could be achieved if there were no inequality)". The index does not take into account several factors, such as the net wealth per capita or the relative quality of goods in a country. This situation tends to lower the ranking for some of the most advanced countries, such as the G7 members and others.

2.6. Language Universities:

India has six Language Universities, out of which three are Deemed-to-be Universities and three are Central Universities. The Deemed-to-be Universities are for promotion of Sanskrit Language and the three Central Universities are, one each, for promotion of English and Foreign Language, Hindi Language and Urdu Language. The University Grants Commission (UGC) is funding these Language institutions:-

- Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.
- Rashtriya Sanskrit Vidyapeetha,Tirupati.
- English and Foreign Languages University, Hyderabad.
- Mahatama Gandhi Antarashtriya Hindi Vishwavidyalaya,Wardha.
- Maulana Azad National Urdu University, Hyderabad.
- Rashtriya Sanskrit Sansthan, New Delhi.

2.7. Defence University

Indian National Defence University (INDU) is an under construction university of defence of the Government of India at Binola village in Gurgram district of Haryana state in India. It is likely to be functional by 2018-19. It is located on Delhi-Jaipur NH 48, just 5 km west of Pachgaon Chowk on Western Peripheral Expressway, nearly 11 km southeast of National Security Guard base and 10 km north of Heritage Transport Museum. NHAI has established a bus bay for the university at NH48.

The idea for this autonomous institution was initially conceived in 1967, the Kargil War Review Committee recommended its establishment to then Home Minister L. K. Advani in 2001,and also by K. Subrahmanyam which was approved by the Union Cabinet in 2010, Prime Minister Dr. Manmohan Singh laid the foundation stone of the Indian National Defence University (INDU) at Binola in Gurgaon on 23 May 2013. it is expected to be functional by 2018-19.

Objectives:

- Promote research-oriented national defence policy.
- High level leadership development of officers for military duties and policy formulation responsibilities
- Develop and propagate higher education in defence studies like defence management and defence science and technology.
- University think tanks for providing policy formulations inputs.

Administration:

This autonomous University will be instituted by the Act of the Parliament of India, and President of India will be a Visitor, and the Defence Minister will be the Chancellor. INDU will be governed as per its own norms and will be responsible to promote coordination and interaction between Institutions of Armed Forces or establishments of the country. Defence training institutions will be affiliated to award degrees.

The institute will be headed by a President, who will be a three-star serving General or equivalent officer with C-in-C status on appointment, and a Vice-President, who will be a civilian. The university formed on the lines of Indian Institutes of Technology (IIT) and Indian

Institutes of Management (IIMs) will have the teaching faculty composed of military personnel and civilians in the ratio of 1:1

Constituent Units:

The university will have the following constituent units:

- The School of National Security Studies
- The School of Defence Technology
- The School of Defence Management
- The Centre for Distance and Open learning

Affiliated Institutes of Indian Armed Forces:

Following existing institutes will be affiliated to the university:

- National Defence College (NDC) New Delhi
- College of Defence Management (CDM) Secunderabad
- Defence Services Staff College (DSSC) Wellington
- National Defence Academy (NDA) Khadakwasla

Courses

At least 66% students will be from the Indian Armed Forces and the remaining 33% will be from the Paramilitary forces of India, Police in India and civilians. The university will offer doctoral and post-doctoral research, post-graduate studies as well as higher studies through distance learning to military and civilians.

War and peace courses will include strategic thinking, Chinese studies, Eurasian studies, Southeast Asian studies, neighborhood studies, international security and national security strategy, maritime security studies, wargaming and military simulation, joint logistics, counter-insurgency and counter-terrorism and material acquisition.

2.8. Virtual University

A virtual university provides higher education programs through electronic media, typically the Internet. Some are bricks-and-mortar institutions that provide online learning as part of their extended university courses while others solely offer online courses. They are regarded as a form of distance education. The goal of virtual universities is to provide access to the part of the population who would not be able to attend a physical campus, for reasons such as

distance—in which students live too far from a physical campus to attend regular classes; and the need for flexibility—some students need the flexibility to study at home whenever it is convenient for them to do so.

Program delivery in a virtual university is administered through Information and communications technology such as web pages, e-mail and other networked sources.

As virtual universities are relatively new and vary widely, questions remain about accreditation and the quality of assessment.

2.9. Meta University

In the modern era, mostly Universities are planning to accept the Meta concept in India. As we all are familiar that Meta Concept is very popular in Foreign Countries and we all know the fact that how developed Foreign Countries are.

Meta concept:

Meta concept is adopted by Foreign Universities and it makes study easier. It is mostly for higher studies and gives chance to students to enhance their skills. Moreover, it allows student to take admission in another college while studying in other college in any course which suits best to individual.

Benefits of Meta University Concept:

- It will allow all the students to increase their flexibility in designing, curriculum and pursuing subjects of their choice in an effort to make higher education more liberal and accessible to the masses.
- It helps students to create new minds conducive to innovation.
- It will increase interaction between students and teachers regarding they can share teaching material, scholarly publications, research, scientific work and virtual experiments.
- The internet will provide the communication infrastructure, while a network of universities will offer courses in various disciplines, facilitating more collaborative and multidisciplinary learning.

Necessity in India:

- As we all know illiteracy rate is very high in India, so by adopting this method we can reduce illiteracy to some extent.

- Students who are not able to take admission in every course at the University, for those students, this is better concept.
- Students who are prohibited for attending classes or courses at another, it will be a useful concept.
- As it will enhance the skills of students, so we can hope for better future of India and India comes out from the category of Developing to Developed Country.
- And, if education system will be improved in India then, all other problems also

2.10. South Asia University

South Asian University (SAU) is an International University sponsored by the eight Member States of the South Asian Association for Regional Cooperation (SAARC). The eight countries are: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka. South Asian University started admitting students in 2010, at a temporary campus at Akbar Bhawan, India. Its permanent campus will be at Maidan Garhi in South Delhi, India, next to Indira Gandhi National Open University (IGNOU). First academic session of the university started in August 2010 with two post-graduate academic programmes, in economics and computer sciences. As of 2014 SAU offered Master's and MPhil/PhD programs in applied mathematics, biotechnology, computer science, development economics, international relations, law and sociology. The degrees of the university are recognized by all the member nations of the SAARC according to an inter-governmental agreement signed by the foreign ministers of the 8 countries.

South Asian University attracts students predominantly from all the eight SAARC countries, although students from other continents also attend. There is a country quota system for admission of students. Every year SAU conducts admission test at multiple centers in all the 8 countries.

The founding President of the university, G. K. Chadha, died on 1 March 2014. Prior to joining South Asian University, first as the CEO while SAU was at a project stage and subsequently as the President, he was the economic adviser to the prime minister of India. He also had a stint as the Vice Chancellor of Jawaharlal Nehr**u** University, New Delhi on 3 November 2014, Dr. Kavita Sharma took charge as the President of the university**.**

Academic objectives:

The mandate of the South Asian University, as set out in the Agreement of the SAARC member states under which the University is set up envisages that the choice of the programs of studies to be offered at this University should:

- enhance learning in the South Asian community that promotes an understanding of one another's perspectives and strengthen regional consciousness;
- provide liberal and humane education to the brightest and the most dedicated students of South Asia so that a new class of quality leadership is nurtured; and
- enhance capacity building of the South Asian Nations in science, technology and other areas of higher learning vital for improving their quality of life such as information technology, biotechnology and management sciences, etc.

2.11. Accreditation in Higher Education

Higher education accreditation is a type of quality assurance process under which services and operations of post-secondary educational institutions or programs are evaluated by an external body to determine if applicable standards are met. If standards are met, accredited status is granted by the agency.

Accreditation in higher education is a collegial process based on self and peer assessment. Its purpose is the improvement of academic quality and public accountability. This continuing quality control process occurs usually every five to ten years.

2.11.1. National Assessment and Accreditation Council:

The National Assessment and Accreditation Council (NAAC) is an organisation that assesses and accredits higher education Institutions (HEIs) in India. It is an autonomous body funded by University Grants Commission of Government of India headquartered in Bangalore.

NAAC was established in 1994 in response to recommendations of National Policy in Education (1986). This policy was to "address the issues of deterioration in quality of education", and the Programme of Action (POA-1992) laid out strategic plans for the policies including the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bengaluru.

Grading:

The NAACs grades institutes on an eight-grade ladder:

Range of institutional CGPA	Letter Grade	Performance Descriptor
3.51 – 4.00	A++	Accredited
3.26 – 3.50	A+	Accredited
3.01 – 3.25	A	Accredited
2.76 – 3.00	B++	Accredited
2.51 – 2.75	B+	Accredited
2.01 – 2.50	B	Accredited
1.51 – 2.00	C	Accredited
≤ 1.50	D	Not Accredited

Accreditations:

As of 2 November 2018, 568 universities and 11816 colleges were accredited by NAAC. Of these, 1856 institutes (206 universities and 1650 colleges) were graded "A".

2.11.2. National Board of Accreditation (NBA):

The National Board of Accreditation (NBA) is one of the two major bodies responsible for accreditation of higher education institutions in India, along with the National Assessment and Accreditation Council (NAAC). NBA accredits technical programmes, such engineering and management programmes, while NAAC accredits general colleges and universities. NBA is a full member of the Washington Accord.

NBA was established by the All India Council for Technical Education (AICTE) in 1994 and operated as an autonomous body since 2010. In 2014 it was granted a full membership status in the Washington Accord.

Programs accredited:

The NBA accredits programmes and not institutes.

These include diplomas, undergraduate and postgraduate programs. Accredited fields include engineering & technology, management, pharmacy, architecture, applied arts and crafts, computer applications and hospitality and tourism management.

While accreditation is voluntary, in 2017 the AICTE announced that it will not provide approval for institutes which failed to accredit at least half of their programs

2.11.3. Accreditation Board (AB):

While choosing a degree program, accreditation should be top on your mind as it is honored by many reputable institutions and organizations. An accredited degree is recognized for meeting specific educational standards, which have been set by an accrediting agency. Choosing an accredited degree ensures its acceptance by other recognized institutions and organizations and potential employers. A higher education accreditation is a type of quality assurance process under which services and operations of post-secondary educational institutions or programs are evaluated by an external body to determine if applicable standards are met, accredited status is granted by the agency. In India accreditation for all universities is compulsory except for those created under the act of Parliament as without it no institution has right to award degrees and call themselves as University. Below is the list of top accreditation councils in India as per different field of study:

Higher Education Accreditation Board in India

- UGC (University Grants Commission)
- AICTE (All India Council for Technical Education)
- AIU (Association of Indian Universities)
- ICAI(Institute of Chartered Accountants of India)
- ICSI (Institute of Company Secretaries of India)
- FTII (Film and Television Institute of India)

2.11.4. National Council of Educational Research and Training:

The National Council of Educational Research and Training (NCERT) is an autonomous organisation of the Government of India which was established on 1 September 1961 as a literary, scientific and charitable Society under the Societies' Registration Act (Act XXI of 1860). Its headquarters are located at Sri Aurbindo Marg in New Delhi. Dr. Hrushikesh Senapaty is director of the council since September 2015.

Objectives:

The council's objectives are:

- To promote and conduct educational research, experimentation of innovative ideas and practice.
- To develop National Curriculum Framework (NCF 2005), syllabi, and textbooks; teaching-learning materials and kits; training models and strategies; audio, video, and ICT materials.
- Training of Pre-service and in-service teacher education and national and state level functionaries.
- To collaborate with State, national and international organizations.

Type	Autonomous body
Established	1961
President	Prakash Javadekar
Director	Dr. Hrushikesh Senapaty
Location	Sri Aurobindo Marg, Delhi, India
Campus	Urban
Acronym	NCERT

2.11.5. The National University of Educational Planning and Administration (NUEPA):

It is established by the Ministry of Human Resource Development, Government of India, is a premier organization dealing with capacity building and research in planning and management of education.

Professional guidance to individuals for getting wonderful academic guidance is another objective of National University of Education Planning and Administration (NUEPA). The organization needs to perform various functions in the society. The first role is to provide training to individuals.

Established	1962
Chancellor	Prof. N. R. Madhava Menon
Vice-Chancellor	Prof. N.V. Varghese
Location	New Delhi, India
Campus	Urban
Nickname	NIEPA

2.11.6: UNDP

The United Nations Development Programme (UNDP) is the United Nations' global development network. It advocates for change and connects countries to knowledge, experience and resources to help people build a better life for them. It provides expert advice, training and grants support to developing countries, with increasing emphasis on assistance to the least developed countries. It promotes technical and investment cooperation among nations. Headquartered in New York City, the status of UNDP is that of an executive board within the United Nations General Assembly. The UNDP Administrator is the third highest-ranking official of the United Nations after the United Nations Secretary-General and Deputy Secretary-General

The UNDP is funded entirely by voluntary contributions from UN member states. The organization operates in 177 countries, where it works with local governments to meet development challenges and develop local capacity. It works internationally to help countries achieve the Sustainable Development Goals (SDGs). UNDP was one of the main UN agencies involved in the development of the Post-2015 Development Agenda. To accomplish the SDGs and encourage global development, UNDP focuses on poverty reduction, HIV/AIDS, democratic governance, energy and environment, social development, and crisis prevention and recovery. The UNDP Human Development Report Office also publishes an annual Human Development Report (since 1990) to measure and analyse developmental progress. In addition to a global Report, UNDP publishes regional, national, and local Human Development Reports. UNDP works with nations on their own solutions to global and national development challenges. As they develop local capacity, they draw on the people of UNDP and its wide range of partners. However UNDP offers to help only if the different nations request it to do so.

2.12. Open and Distance Education

The concept of open learning and distance education system focuses on open access to education and training to make the learners free from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners. The distance education is not a new concept.

Distance education refers to all forms of education which take place through communication means like online learning or correspondence, for which you don't have to be present in a particular location for classes whereas Open education usually refers to education which is available to anyone, regardless of student

List of Open and Distance Education:

Several students who enrolled into distance education programmes offered by the Institute of Distance and Open Learning (IDOL) of the University of Mumbai woke upto the news recently that their Institute no longer has the required recognition from the UGC, official government body responsible for the Open and Distance programmes run in the country. University Grants Commission (UGC)'s Distance Education Bureau on October 3, 2018 released a list of Higher Education Institutions or universities in India recognized by the commission for academic year 2018-19 and onwards to conduct programmes through the Open and Distance Learning Mode.

Complete UGC Recognised University List

ANDHRA PRADESH

1. ACHARYA NAGARJUNA UNIVERSITY (STATE UNIVERSITY)
2. SRI PADMAVATI MAHILA VISHWAVIDYALAYAM (STATE UNIVERSITY)

ARUNACHAL PRADESH

3. RAJIV GANDHI UNIVERSITY

ASSAM

4. ASSAM DON BOSCO UNIVERSITY (PRIVATE UNIVERSITY)
5. KRISHNA KANTA HANDIQUE STATE OPEN UNIVERSITY (STATE OPEN UNIVERSITY)
6. GAUHATI UNIVERSITY (STATE UNIVERSITY)
7. DIBRUGARH UNIVERSITY (STATE UNIVERSITY)
8. TEZPUR UNIVERSITY (CENTRAL UNIVERSITY)

BIHAR

9. LALIT NARAYAN MITHILA UNIVERSITY (STATE UNIVERSITY)

10. NALANDA OPEN UNIVERSITY (STATE OPEN UNIVERSITY)

CHANDIGARH

11. PANJAB UNIVERSITY (STATE UNIVERSITY)

CHHATTISGARH

12. PT. SUNDARLAL SHARMA OPEN UNIVERSITY (STATE OPEN UNIVERSITY)

13. C.V.RAMAN UNIVERSITY (PRIVATE UNIVERSITY)

DELHI

14. INDIRA GANDHI NATIONAL OPEN UNIVERSITY (CENTRAL UNIVERSITY)

15. UNIVERSITY OF DELHI (CENTRAL UNIVERSITY)

16. RASHTRIYA SANSKRIT SANSTHAN (DEEMED TO BE UNIVERSITY)

GUJARAT

17. DR. BABASAHEB AMBEDKAR OPEN UNIVERSITY (STATE OPEN UNIVERSITY)

HARYANA

18. CHAUDHARY DEVI LAL UNIVERSITY (STATE UNIVERSITY)

19. MAHARISHI DAYANAND UNIVERSITY (STATE UNIVERSITY)

20. GURU JAMBESHWAR UNIVERSITY OF SCIENCE & TECHNOLOGY (STATE UNIVERSITY)

KARNATAKA

21. KARNATAKA STATE OPEN UNIVERSITY (STATE OPEN UNIVERSITY)

22. MANGALORE UNIVERSITY (STATE UNIVERSITY)

23. BANGALORE UNIVERSITY (STATE UNIVERSITY)

24. KUVEMPU UNIVERSITY (STATE UNIVERSITY)

25. MYSORE UNIVERSITY (STATE UNIVERSITY)

26. JAIN UNIVERSITY (DEEMED TO BE UNIVERSITY)

KERALA

27. UNIVERSITY OF KERALA (STATE UNIVERSITY)

28. CALICUT UNIVERSITY (STATE UNIVERSITY)

29. KANNUR UNIVERSITY (STATE UNIVERSITY)

MAHARASHTRA

30. MAHATMA GANDHI ANTARRASHTRIYA HINDI VISHWAVIDYALAYA (CENTRAL UNIVERSITY)

31. SHIVAJI UNIVERSITY (STATE UNIVERSITY)

32. YASHWANTRAO CHAVAN MAHARASHTRA OPEN UNIVERSITY (STATE OPEN UNIVERSITY)

33. SMT. NATHIBAI DAMODAR THACKERSEY WOMENS UNIVERSITY (STATE UNIVERSITY)

MADHYA PRADESH

34. BARKATULLAH UNIVERSITY (STATE UNIVERSITY)

35. M.P.BHOJ (OPEN) UNIVERSITY

36. MAHARISHI MAHESH YOGI VEDIC VISHWAVIDYALAYA (PRIVATE UNIVERSITY)

37. DEVI AHILYA VISHWAVIDYALAYA (STATE UNIVERSITY)

38. M.G. CHITRAKOOT VISHWAVIDYALAYA (STATE UNIVERSITY)

ODISHA

39. FAKIR MOHAN UNIVERSITY (STATE UNIVERSITY)

40. NORTH ORISSA UNIVERSITY (STATE UNIVERSITY)

41. ORISSA STATE OPEN UNIVERSITY (STATE OPEN UNIVERSITY)

PUNJAB

42. PUNJABI UNIVERSITY (STATE UNIVERSITY)

43. LOVELY PROFESSIONAL UNIVERSITY (PRIVATE UNIVERSITY)

PONDICHERRY

44. PONDICHERRY UNIVERSITY (CENTRAL UNIVERSITY)

RAJASTHAN

45. JAIPUR NATIONAL UNIVERSITY (PRIVATE UNIVERSITY)

46. SURESH GYAN VIHAR UNIVERSITY (PRIVATE UNIVERSITY)

47. JAGAN NATH UNIVERSITY (PRIVATE UNIVERSITY)

48. VARDHMAN MAHAVEER OPEN UNIVERSITY (STATE OPEN UNIVERSITY)

49. JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY (PRIVATE UNIVERSITY)

TAMIL NADU

50. UNIVERSITY OF MADRAS (STATE UNIVERSITY)

51. ANNA UNIVERSITY (STATE UNIVERSITY)

52. TAMIL NADU OPEN UNIVERSITY (STATE OPEN UNIVERSITY)

53. TAMIL UNIVERSITY (STATE UNIVERSITY)

54. SRM INSTITUTE OF SCIENCE AND TECHNOLOGY (DEEMED TO BE UNIVERSITY)

TRIPURA

55. INSTITUTE OF CHARTERED FINANCIAL ANALYSTS OF INDIA, AGARTALA (PRIVATE UNIVERSITY)

56. TRIPURA UNIVERSITY (CENTRAL UNIVERSITY)

TELANGANA

57. KAKATIYA UNIVERSITY (STATE UNIVERSITY)

58. MAULANA AZAD NATIONAL URDU UNIVERSITY (CENTRAL UNIVERSITY)

59. DR. B.R. AMBEDKER OPEN UNIVERSITY, HYDERABAD (STATE OPEN UNIVERSITY)

60. THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY (CENTRAL UNIVERSITY)

UTTARAKHAND

61. UTTARAKHAND OPEN UNIVERSITY (STATE OPEN UNIVERSITY)

62. UNIVERSITY OF PETROLEUM AND ENERGY STUDIES (PRIVATE UNIVERSITY)

UTTAR PRADESH

63. ALIGARH MUSLIM UNIVERSITY (CENTRAL UNIVERSITY)

64. INTEGRAL UNIVERSITY (PRIVATE UNIVERSITY)

65. U.P. RAJARSHI TANDON OPEN UNIVERSITY (STATE OPEN UNIVERSITY)

66. SWAMI VIVEKANAND SUBHARTI UNIVERSITY (PRIVATE UNIVERSITY)

WEST BENGAL

67. BURDWAN UNIVERSITY (STATE UNIVERSITY)

68. NETAJI SUBHASH OPEN UNVERSITY (STATE OPEN UNIVERSITY)

69. VIDYASAGAR UNIVERSITY (STATE UNIVERSITY)

70. UNIVERSITY OF KALYANI (STATE UNIVERSITY)

71. RABINDRA BHARATI UNIVERSITY (STATE UNIVERSITY)

OTHERS

72. JAGADGURU SHRI SHIVARATHREESW ARA UNIVERSITY (KARNATAKA)

73. JAIN VISHWA BHARATI INSTITUTE (RAJASTHAN)

74. DAYALBAGH EDUCATIONAL INSTITUTE (UTTAR PRADESH)

75. PADMASHREE DR. D.Y. PATIL VIDYAPEETH, MUMBAI (MAHARASHTRA)

2.13. Indira Gandhi National Open University

Indira Gandhi National Open University known as IGNOU is a Central University located at Maidan Garhi, New Delhi, India. Named after former Prime Minister of India Indira Gandhi, the university was established in 1985 with a budget of ₹20 million, after the Parliament of India passed the Indira Gandhi National Open University Act, 1985 (IGNOU Act

1985). IGNOU is run by the central government of India, and with total active enrollment of over 4 million students, claims to be the largest university in the world.

IGNOU was founded to serve the Indian population by means of distance and open education, providing higher education opportunities to all segments of society. It also aims to encourage, coordinate and set standards for distance and open education in India, and to strengthen the human resources of India through education. Apart from teaching and research, extension and training form the mainstay of its academic activities. It also acts as a national resource centre, and serves to promote and maintain standards of distance education in India. IGNOU hosts the Secretariats of the SAARC Consortium on Open and Distance Learning (SACODiL) and the Global Mega Universities Network (GMUNET), initially supported by UNESCO.

IGNOU has started a decentralisation process by setting up five zones; north, south, east, west and north-east. The first of the regional headquarters, catering to four southern states, Pondicherry, Andaman and Nicobar and Lakshadweep, is being set up in the outskirts of Thiruvananthapuram in Kerala. The Ministry of HRD has entrusted the responsibility of developing Draft Policy on Open and Distance Learning and Online Courses to IGNOU. IGNOU also partners up with other organizations to launch courses. IGNOU offers a BBA in Retail distance learning course in asssociation with Retailers Association of India (RAI).

Motto	The People's University
Type	Public, Central University
Established	1985
Founder	Government Of India
Chancellor	President of India (Ram Nath Kovind)
Vice-Chancellor	Nageshwar Rao
Students	over 4 million
Location	Maidan Garhi, Delhi, India
Regional centres	67

2.14. Ekalavya Channel

Eklavya Technology Channel is a distant learning joint initiative between the IIT and IGNOU. It was inaugurated by Prof. Murli Manohar Joshi, Honourable Minister, HRD, S&T and Ocean Development on 26 January 2003.

The objective of this initiative is to bring to the audience the actual IIT classrooms virtually at their door steps. It is a channel dedicated to technical education and shall run programs generated at different IITs. The channel is designed to carry video courses in different disciplines generated at various IITs on weekdays and special interest programs on Sundays.

Currently, eight complete courses are being run in parallel, contributed by IIT Delhi, IIT Kharagpur and IIT Madras and are repeated in the same sequence without a break.

Satellite Information

Satellite	Insat 3C
Orbital Location	74 degree East Longitude
Down link Polarization	Horizontal
Carrier type	DVB-S
	MPEG-2
FEC	26000 – 1/2
Downlink Frequency	4165 H MHZ
Symbol Rate	14400 Ks/sec

2.15. Key Developments of Modern Education System

Indian higher education system has emerged as one of the largest in the world in terms of number of institutions as well as student enrolment. India is the third largest in the world in terms of student enrolment.

Our modern education system struck its roots during the British period. The British developed the system primarily to consolidate their rule in India and to get manpower for their routine administrative jobs.

2.15.1. Charter Act (1813):

The objective was to spread scientific knowledge in British India.

The Christian missionaries were allowed in the country to preach their religion. In 1817, Hind College was established in Calcutta which later became Presidency College in 1855 and Presidency University in 2010.

2.15.2. Elphinstone Report (1823):

It recommended the appointment of District Examination Officers, School Supervisors, and training to teachers.

Elphinstone Institution was set up in 1834 in Bombay which marked the begining of new developments in the field of higher education. It is one of the oldest colleges of Bombay University.

2.15.3. Macaulay's Minutes (1835):

It suggested diffusion of English education in the country. However, these initiatives were mainly directed at elementary and secondary education.

lord Macaulay wanted to build an education system that was secular and scientific, free of age-old prejudices, and at par with the Western world. In this way, he played his part in building the modern India.

2.15.4. Wood Dispatch (1854):

It was the first policy measure regarding higher education. It recommended setting up of three universities, namely, at madras, Calcutta, and Bombay, which were set up in 1857.

2.15.5. Hunter Commission (1882-1883):

It emphasized the segregation of primary education and higher education. It proposed that universities would have to manage the affiliated colleges.

2.15.6. Universities Commission (1902):

Lord Curzon was the first person to appoint a commission on university education. On January 27,1902, the Indian Universities Act, 1904- Indian University Commission was appointed under the Chairmanship of Sir Thomas Raleigh to enquire into the conditions and prospects of the universities established in British India and to consider and report upon the proposals for improving their constitution and working. The Commission recommended the reorganization of university administration; a much more strict and systematic supervision of the colleges by the university; and the imposition of more exacting conditions of affiliation.

The Indian university Act of 1904, passed on March 21, was formulated on the basis of the recommendations of the Indian University Commission of 1902.

2.15.7. National Council of Education:

After partition of Bengal in 1905, National Council of Education was set up by Swadeshi Nationalist leaders, which developed into Jadavpur University after independence.

For propagating learning of India traditions and culture along with modern values and developments in own national languages, Sri Rabindranath Tagore established a great education centre named Shantiniketan, and Satish Mukherjee started the Dawn Society.

2.15.8. Resolution on Educational Policy (1913):

This policy recommended that a university should be established for each province, the teaching activities of universities should be encouraged, and that the colleges located in mofussil towns should be developed into teaching universities in due course.

2.15.9. Saddler Commission (1917):

It is also popular as the Calcutta University Commission.

i) It recommended the separation of intermediate education from degree colleges and suggested a special selection committee for selection of university teachers. It is also known as the precursor to 10+2+3 system, which was started in India in 1975.

ii) Calcutta University Commission suggested to setting up of Central Advisory Board of Education (CABE). CABE was set up in 1920 but was abolished in 1923 due to financial crisis.

iii) Under the Government of India Act, 1919, education was a made a provincial subject so as to minimize the control of central government.

2.15.10. Hartog Committee (1929):

The committee focused on improving the quality and standards of university-level education. It again recommended the setting up of CABE, which was again established in 1935 and has been in existence since.

Sapru Committee:

The Committee appointed in 1934 by the united Province (largely present Uttar Pradesh) Government to enquire into the causes of unemployment in U.P. came to the conclusion that the system of education commonly prevented prepared pupils only for examinations and degrees and not for any avocation in life.

2.15.11. Abbot-Wood Report (1937):

It proposed that English should be the medium of instruction at university level. It recommended vocational training through polytechnics and setting up of vocational teacher's training colleges.

2.15.12. Wardha Scheme of Education (1937):

It is also known as Nai Talim or Basic Education or Buniyadi Talim (Shiksha) r Basic Shiksha. The scheme is an outcome of the philosophy of Gandhiji. It was given a definite shape by the

committee under the chairmanship of Dr Zakir Hussain who later on became the President of India. Gandhian philosophy of education is a dynamic concept. It provides for the fulfillment of men's needs at all levels-biological, social and psychological. he believed that education should bring development of the whole man. He emphasized free, compulsory, and universal education for age groups of 7 to 14 years; and also that education should be imparted in one's mother language.

2.15.13. Sargent Report (1944):

The Sargent Report is also called Scheme of Post War Educational Development in India. It recommended setting up of University Grants Commission (UGC) and proposed a three-year degree course.

2.15.14. Indian University Education Commission (1948-1949)

To restructure university education the Government of India, on 4 November 1948, appointed the Indian University Education Commission, popularly known as the Radhakrishnan Commission after its Chairman Dr. S. Radhakrishnan, 'to report on Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country'. The Commission submitted its Report in 1949.

The recommendations of the Commission covered practically all aspects of university education. It suggested 10+2 structure at the pre-university stage, development of research in agriculture, commerce, law, medicine, science and technology fields, reforms in examination system, introduction of the tutorial system, recruitment, training and treatment of University teachers, scholarships and stipends to students alongwith hostels, library and medical facilities. Three language formula namely, the regional, federal and English at the university stage was suggested. To meet the needs of rural reconstruction, it suggested setting up of rural universities. It also suggested setting up of a central University Grants Commission for allocating grants. That the university education be placed under the Concurrent List was yet another important recommendation of the commission.

Radhakrishnan Commission (1948-1949):

Radhakrishnan Commission, also known as University Education Commission, suggested the integration of secondary education and higher education by setting up of UGC. It also recommended the setting up of rural universities.

2.15.15. The Secondary Education Commission (1952-1953):

The Radhakrishnan Commission recommended reorganization of secondary education as a pre-requisite for the development of university education. For this purpose the Government of India appointed, in 1952, the Secondary Education Commission, popularly known as the Mudaliar Commission after its Chairman Dr. A.L. Mudaliar. The Commission submitted its report in 1953, suggesting a reduction of school course from 12 to 11 years and the transfer of control of secondary school learning examination from the universities to the specially constituted Boards of Secondary Education. It also suggested establishment of multipurpose schools to provide terminal courses in agriculture, commerce, home science, fine arts and technology so that students be diverted from university education into different walks of life according to their aptitude and capabilities.

Mudaliar Commission (1952-1953):

It is also popular as the Secondary Education Commission. It recommended introducing a three- year secondary and a four-year higher education system. It also advocated setting up of multipurpose schools and vocational training institutes.

Committee on Emotional Integration (1961):

It was set up under the chairmanship of Dr Sampurnananda to study the role of educational programmes for youth, in general, and students in schools and colleges, in particular, in order to strengthen the process of emotional integration.

2.15.16. National Council for Women's Education (1958):

The National Council on Women's Education set up in 1958 under the chairmanship of Smt. Durgabai Deshmukh recommended certain specific steps to expand and improve the education of women in the country.

They specifically stated that women's education should be treated as a major programme in the field of education and the gaps between boys' and girls' education must be bridged in no time. They urged upon the centre and the states to prepare some special schemes and set up special machinery to execute them.

She was the first chairperson of the National Council on Women's Education, established by the Government of India in 1958. In 1959, the committee presented its recommendations, as follows:

1. "The Centre and State Governments should give priority to the education of girls.
2. In the central ministry of education, a department of women's education should be created.
3. For proper education of girls, a Director of Women's Education should be appointed in each state.

4. Co-education should be properly organised at higher level of education.
5. The University Grants Commission should specify a definite amount separately for the education of girls.
6. In the first phase of development, provision of free education should be made for girls up to Class VIII
7. Facilities in the choice of optional subjects should be made available for girls.
8. Girls should get training facilities on a liberal basis.
9. Education of Girls should be given due encouragement in rural areas.
10. A large number of seats in various services should be reserved for them.
11. Programmes for the development of adult women's education should be properly initiated and encouraged."

To commemorate her legacy Andhra University, Visakhapatnam has named its Department of Women Studies as Dr. Durgabai Deshmukh Centre for Women's Studies.

In 1963, she was sent to Washington DC as a member of the Indian delegation to the World Food Congress.

2.16. Education Commission / Kothari Commission (1964-1966)

Right from 1947 a demand was being constantly made to implement the vision of a national system of education rooted in the basic values and the traditions of the Indian nation and suited to the needs and aspirations of a modern society. For this purpose the Government of India appointed, in 1964, the Education Commission, popularly known as the Kothari Commission after its Chairman Dr. D.S. Kothari. It was set up to 'advice the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all its aspects'.

Although medical and legal education was not under its purview, the Kothari Commission was authorized to examine such aspects of the problems in these fields as are necessary for its comprehensive enquiry. It submitted its report in 1966.

The Kothari Commission was unique and had a number of salient features, two of which deserve special attention: (i) its comprehensive approach to educational reconstruction; and (ii) it was asked to prepare a blueprint of a national system of education for India.

The Kothari Commission (1964-66) was the sixth commission appointed by the Government of India. The first was the Indian Educational Commission (1882) which dealt with school education. The second was the Indian Universities Commission (1902) which dealt with reorganization of Indian universities. The third was the Calcutta university Commission (1917-

19) which reviewed the development of secondary and higher education in Bengal and made suggestions for the reorganization of the Calcutta University and the establishment of a new university at Dhaka. The fourth commission, and the first to be appointed in the post-independence period, was the university Education Commission (1948-49) which reviewed the development of higher education in the country and made suggestion for its future expansion and improvement. The fifth was the Secondary Education Commission (1952-53) which reviewed the development of secondary education in India and made proposals for its expansion and development.

Recommendations of the Kothari Commission:

The report was revolutionary in the sense that it suggested drastic reconstruction of the educational system in order to meet the growing needs and challenges of the Indian society. These recommendations can be divided three broad categories:

1. Recommendations whose primary objective was to bring about a transformation of the existing education system.
2. Recommendations which were essentially meant to improve standards.
3. Recommendations which were essentially meant to expand educational facilities.

The Kothari Commission prioritised its recommendations but cautioned that they would have to be pursued simultaneously. The basic priorities were as follows:

1. Expansion of facilities especially in secondary and university education;
2. Improvement of quality, especially in those areas where the benefits went largerly to the elite or well-to-do groups; and
3. Transformation of education to suite the life, needs and aspirations of the Indian people.

The commission was titled as 'Education and National Development' report. It is a very progressive report. It proposed a three-year degree course and a four-year honors degree course. Establishment of Indian Education Service (IES) to improve the quality of Indian higher education with emphasis on quality teaching faclties to vocationalize secondary education was recommended. It recommended that 6% of the national income shold be spent on education.

2.17. National Policy on Education (NPE), (1968)

The NPE 1968 is based on the recommendations of the Kothari Commission (1964-66) which recommended that the recommended that the government issue a statement on the new policy on education which could help and guide the state governments and the local authorities in preparing and implementing educational plans. In 1967, the government constituted a

Committee of members of Parliament on Education, popularly known as the Sapru Committee (named after its Chairman) to prepare the draft of a statement on the National Policy on Education. The draft prepared by the Committee was considered and approved by the CABE. It was on this basis that the Government of India announced the NPE 1968. The NPE 1968 highlighted the need for equality of educational opportunity and suggested the three language formula. It emphasized the need for raising the standards of education at all levels. In the field of university education, it suggested that new universities be established only after proper planning and provisions of adequate funds. It also recommended strengthening of post-graduate teaching and research as well as of centres of advanced study, along with the development of part-time education and correspondence courses at the university stage. Significantly, the NPE 1968 was the first attempt, after Independence, to give a sense of direction to the education system of the country.

Kothari Commission was followed by the National Policy on Education (NPE) of 1968 and 1986. These emphasized on improving the quality of higher education level and also proposed imparting higher education by distance learning mode. Both policies suggested that 6% of our national income should be spent on education.

Note: It is ironical that though the outlay of 6% of GDP was recommended almost 50 years ago, we are still far from reaching the mark in view of the present outlay not crossing even 4% of GDP. Education spending in India has been lower than the world average. Globally, 4.9% of GDP was spent on education in 2010; whereas India spent only 3.3% of GDP, according to World Bank data. In 2014-15 budget, the figure was 3.9%. If India has to realize its potential economic growth rate of 8-10% as envisaged in budget 2016-17, then it needs a skilled, trained, and educated workforce to make it possible.

Here, it is important to mention that the second generation economic reforms followed by market-oriented reforms started by the Government of India in 1991 also called for making changes in the education system of India.

2.18. The 42nd Constitutional Amendment, (1976)

It amended the Constitution in 1976; one of its provisions was to shift education from the State List to the Concurrent List. With this the entire field of education becomes a concurrent subject. Under the Concurrent List, both the central and state governments exercise joint responsibilities. Whereas the role of responsibilities of the state with regard to education remains “unchanged”, the role and responsibilities of the centre increased. The coordination

and cooperation between the Central and State Governments in the field of education is achieved through the CABE.

Parliament, as a result of entries in the Union List and the Concurrent List, has enacted many legislations to set up coordinating agencies in the field of higher education. The foremost of them is the UGC (under Entry 66 of the Union List). Entry 26 of the Concurrent List (List III) which provides for "Legal, Medical and other profession, is another source of legislative power of the Parliament. Under this Entry the Parliament enacted laws to set up coordinating agencies. The Medical Council of India (MCI) and the Bar Council of India (BCI) are two such coordinating agencies.

The Planning Commission is not responsible for plan implementation; it is the duty of the concerned Ministry/Department of Education at the Centre and states. However, the Planning Commission does keep a watch on plan implementation through its regional centres and units like the Programme Evaluation Organization (PEO).

The planning has been under way since 1950 but its achievements are far from satisfactory. Higher education planning requires concerted actions on the part of the Centre (largely by the UGC) and the state governments and the state universities. This planning process suffers from many problems like inadequate funds, lack of coordination, poor reporting, inadequate evaluation and cumbersome rules, regulations and procedures.

The main problem of higher education planning is that education, including higher education, is not the priority of the government. Governments, both at the centre and states, do not accord the priority it deserves within the overall planning and had always been the first casualty whenever government faces a financial crunch.

2.19. New National Policy on Education, (1986)

The new National policy on Education was announced in May 1986. Comprising 12 parts, it discusses in detail the essential characteristics of a national system of education namely, equal access to education to all irrespective of class, caste, creed or sex and areas including rural-urban, developed –undeveloped and backward and hilly and desert. It provides for a common educational structure like 10+2+3. It suggested strengthening of adult education, vocational education, gradual replacement of affiliating system by autonomous colleges, setting up of Open University and rural university system and fortifying technical and management education.

2.20. Revised New National Policy on Education, (1992)

Though the overall pattern of this policy (1986) was found satisfactory but in some cases it was reformulated, its targets were recast, and its thrust areas were re-stated and revised in few areas. It was reformulated in adult education and elementary education; revised in case of vocational, technical and management education. It focused on secondary education. It supported the Navodaya Vidyalaya scheme. The scope of some projects was enlarged. It recognized the plus-two stage as a part of school education.

With regard to its implementation, the policy emphasized the need for realistic planning and combining the Central and State approaches. It also put emphasis on public involvement and support. The 'Programme of Action' of all states should include specific measures, incorporating the essence of the Policy.

2.21. Gnanam Committee (1993)

It recommended flexibility and autonomy for ensuring academic excellence and asked for restricting the unchecked growth of deemed universities. It emphasized the need for a National Commission on higher education and research to regulate the quality of education and to encourage research in university system.

2.22. Globalization of Higher Education System

The **globalization** of **higher education** has a wide array of obvious benefits for individuals, institutions, and nations. Let's start at the individual level. By studying overseas, students can access courses for which domestic capacity is lacking or domestic quality is deficient.

Some positive impacts are as follows:

This globalization has also made distant education available inside the country. The instant impact of it is that students who care diligent and meritorious lot but devoid of resources to avail of latest educational patterns through visiting foreign countries, would get this facility in India.

Multimedia Technology has come in vogue that is becoming popular due to its multi-dimensional approach and uses by this globalization. It has also facilitated and brought leverage in higher education.

Some negative impacts are as follows:

- Flipside of this globalization is that it could erode our traditional values and ethos.
- Another negative impact of this globalization is that it has become beyond the reach of poor students. Since educational level by these agencies has been elevated, the monetary requirements to become admitted and study has also spiraled.
- The standard of education has substantially been raised since private and foreign agencies are quite innovative and experimental in their attitude and dealing.

2.23. Sam Pitroda Committee

It was set up in 2007. It is also popularly known as National Knowledge Commission (NKC). It recommended restructuring of curricula to meet the demand for multidisciplinary professionals and criteria-based resource allocation to ensure maintenance of standards and strategic preferences to promote excellence in higher education. It supported the entry of foreign universities and also favored reducing the burden of affiliation of colleges or universities. NKC recommended increasing the number of universities to 1500 by 2015.

2.24. Yashpal Committee

It suggested scrapping of all higher education, regulatory or monitoring bodies and creation of a super regulator, that is, a seven-member Commission for Higher Education and Research (CHER). State Higher Education Councils would from the second tier of the system.

It also recommended that the deemed university status be abandoned and the all deserving deemed varsities be either converted into full-fledged universities or scrapped. The committee stressed the need for more attention to under-graduate programmes and a multidisciplinary approach to learning. Yashpal Committee also strongly recommended reducing the burden of affiliation of colleges on the universities and a GRE-like test evolved for university education. The recommendations of Yashpal Committee and the National Knowledge Commission emanated from the realization that fragmentation of various fields of knowledge in higher education led to inadequate growth of interdisciplinary learning.

2.25. Sharma Committee

Set up under Prof MM Sharma, it deliberated upon the development of science and technology education in India. The committee suggested establishment of Indian Institute of Science, Education, and Research (IISER). It also recommended expansion of technical education,

assuring quality and providing access and affordability for technical education. The committee also recommended that ₹500 crores be spent on research in basic sciences every year by the UGC.

2.26. Dr Anil Kakodkar Committee

It was constituted to recommended strategies to improve technical education in the country. It recommended 2% budget in every institution to be earmarked for research.

2.27. K. B. Pawar Committee

Constituted by the UGC, the committee recommended four models of Public-Private Partnership (PPP) in higher education.

2.28. National Policy on Skill Development (NPSD)

Government formulated the National Policy on Skill Development. The Policy provides the broad outline for the skill development framework in the country. Through NPSD the government put in place an institutional structure for skill development. This structure includes the Prime Minister's National Council on Skill Development Agency and the National Skill Development Corporation. Further a separate a Ministry of Skill Development and Entrepreneurship for better coordination and planning of skill development in India will be there.

The Ministry of Human Resource and Development has also notified a national Vocational Education Qualification Framework (VEQF) which will provide linkages between vocational education and general education by linking one level of learning to a higher level. This will enable learners from any starting point in their education or skill training to move up to a higher level in their education.

2.29. Choice Based Credit System (CBCS)

Different universities have different evaluation systems. As a result students have suffered acceptance of their credentials across other universities, both in India and abroad. To overcome and minimize this problem, the MHRD asked the UGC to formulate guidelines and implement the CBSE from the academic session 2015-16 across all universities in India.

The UGC had formulated the guidelines for adoption of the CBCS across all universities. This would ensure mobility of students across the institutions of higher education in India as well as abroad. The credits earned by the student can be transferred and would be of great value to the student while migrating from one institution to other. A committee of the UGC has formulated the model syllabi for 19 undergraduate courses in humanities, social sciences and sciences. These syllabi to be adopted by universities with certain modifications.

The CBCS should not be mistaken as a new reform. It has been I the making since 2008. It is also an integral part of the common Central Universities Bill, 2013.

The CBCS is a cafeteria like system which aim at transforming the traditional teacher oriented education to a student centered education. Taking responsibility for their education in this way, students can benefit the most from all the available resources.

2.30. National Knowledge Commission (NKC)

National Knowledge Commission was an Indian think-tank charged with considering possible policies that might sharpen India's comparative advantage in the knowledge-intensive service sectors. It was constituted on 13 June 2005, by the Prime Minister of India, Dr. Manmohan Singh.

In particular, the Commission was to advise the Prime Minister's Office on policy related to education, research institutes and reforms needed to make India competitive in the knowledge economy. The Commission was to recommend reform of the education sector, research labs, and intellectual property legislation; as well as consider whether the Government could itself upgrade its use of the latest techniques to make its workings more transparent. The NKC website was launched in February 2006.

As of July, 2014, the National Knowledge Commission is defunct as the incoming government of india, elected in the summer of 2014, discontinued it

The Terms of Reference of the NKC are:

i) “Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India’s competitive advantage in fields of knowledge.

ii) Promote creation of knowledge in Science and technology laboratories.

iii) Improve the management of institutions engaged in Intellectual Property Rights

iv) Promote knowledge applications in Agriculture and Industry.

v) Promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit."

The organizational structure of the NKC is flat. The Secretariat is headed by an Executive Director and consists of around 8-9 research associates. It also has four advisors who advises the commission on different issues. The Secretariat of the Commission is located in Chanakyapuri, New Delhi.

Sub Unit – 3
Oriental, Conventional and Non- Conventional Learning Programmes in India

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3.1. Oriental Education

Oriental studies is the academic field of study that embraces Near Eastern societies and cultures, languages, peoples, history and archaeology; in recent years the subject has often been turned into the newer terms of Middle Eastern studies and Asian studies.

3.1.1. Oriental Language:

country	Official and National Languages	Other spoken Languages
India	Hindi, Urdu English (the most important language for national, political, and commercial communication	Assamese, Bengali, Gujarati, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Sanskrit, Sindhi, Tamil, Telugu, Panjabi.

3.1.2. Oriental Education Society:

Oriental Education Society was established in the year 1992 by Javed Khan as a Public Charitable Trust providing higher education in the Mumbai and Navi Mumbai region. It has 13 Institutes located on 4 campuses, which now have over 8000 students in all.

The colleges are all recognized by various bodies of Govt. of India like the A. I. C. T. E., The Pharmacy council of India, National Council for Teachers Education; the degree courses are affiliated to the University of Mumbai.

Institutions run by the Oriental Education Society

i) Oriental Institute of Management, Vashi, Navi Mumbai.
ii) Oriental School of Business, Vashi, Navi Mumbai.
iii) OES International School, Vashi, Navi Mumbai.
iv) OES International School, Andheri, Mumbai.

v) H K Institute of Management and Research, Oshiwara, Mumbai.

vi) H K College of Pharmacy, Oshiwara, Mumbai.

vii) H K College of Education, Oshiwara.

viii)Oriental College of Pharmacy, in Sanpada, Navi Mumbai.

ix) Sanpada College of Commerce and Technology, Sanpada, Navi Mumbai.

x) Oriental College of Education in Sanpada, Navi Mumbai.

xi) Sanpada College of Commerce and Technology (Junior College), Sanpada, Navi Mumbai.

xii) Oriental College of Commerce and Management, Andheri, Mumbai.

xiii) Oriental College of Education and Research, Andheri, Mumbai.

xiv) Oriental College of Commerce and Management (Junior College), Andheri, Mumbai.

3.2. Conventional Education System

The conventional education adopted at Al-Imam University is that type of traditional education, approved in the majority of academic programs at the university. Student must personally attend lectures according to the timetable crafted by the college or the authority supervising the program. At the end of each and every academic semester, exams would be launching to assess students as to the curricula that they have been taught during the semester.

University Year: Two main semesters and one extracurricular program, if any Academic Semester: Period of time of not less than fifteen-weeks studying during it a wide-range of academic courses, including no periods of registration and final exams.

Extracurricular Program: Period of time not to exceed eight weeks per term, and including no periods of registration and final exams. Duration of each course might be doubled.

Academic level: It is an indicative average of the academic stage, and the number of required levels of graduation is almost eight or more, according to the approved study plans.

Curriculum: An academic module learned at the level specified within the approved plan of study in each program. Each curriculum has a code number and name and a detailed description that characterized it in terms of content and level distinguishing it amongst the other curricula, in addition to a special file maintained by the department for the purpose of monitoring, evaluation and development. It could be possible that, some of the academic curricula may need some requirements or some previous or simultaneous requirements.

Academic Unit: A theoretical weekly lecture, which lasts for not less than fifty minutes, or clinical session, which lasts for not less than fifty minutes, or practical or survey lesson which lasts for not less than 100 minutes.

Academic Warning: Notice addresses to a student because of his low cumulative GPA which is below the minimum limit set out in these Regulations. Quarterly business degree: the degree to which the collection of student during classroom tests, research and educational activities related to the curriculum.

Early Class Degree: QuartA degree granted as to the works of a student during university semester including his/her exams, researches and educational activities relating to the academic curriculum.

The Final Exam: Exam on the academic curriculum held once at the end of the university semester.

Degree of the Final Exam: Degree obtained by the student in each curriculum in the final exam of the semester.

Final Grade: Total quarterly class marks plus the degree of the final exam for each curriculum, all calculated out of one hundred degree.

Assessment: Description of the percentage or the symbol of the alphabetical final mark obtained by the student in any academic curriculum.

Incomplete Assessment: A temporary estimation recorded in name of student who failed to fulfill the requirements of the curriculum on time. In such event the student's academic record will be symbolized with the symbol (IC).

Continuous Assessment: Estimation recorded temporarily for each course that its nature requires studying period of more than a semester to be completed, and that will have the symbol (IP).

GPA: Calculated by dividing the total number of grade points received by the total number attempted for all courses taught in any term, and the points are calculated by multiplying the weight of the unit established in the esteem in which he received in each course the student will study.

CGPA: Calculated by dividing the total points earned by the student in all courses taught since joining the university by the total units prescribed for those course subjects.

Overall Assessment: Describe the level of educational achievement for the student during the whole period of stud at the university.

Minimum Academic Load: The slightest number of modules that students should be record as to his/her cumulative average, as determined by the University Council.

Study system:

i) System of studying at the university follows the systematic levels.

ii) The undergraduate studying period is of at least eight levels.

iii) The duration of studying level is one full studying term.

iv) Student continuity and success in university levels and course subjects should be in accordance with the provisions of the transition from one level to another.

vi) Study may be in some colleges on the basis of full academic year according to the rules and procedure

viii) Approved by the University Council, and the school year is calculated at two levels System of levels

It is a university system divides the course of the academic year into two semesters, and there may be a summer semester, that calculated half-year term of the semester, and the distribution of the graduation's requirements for the degree of scientific levels is according to the studying plan approved by the University Council.

Detailed Rules for the Transition from One Level to Another:

The Council of the university establishes the detailed rules that governing the transition from one level to another, taking into account the following:

i) Distribution of courses for each discipline levels, and identifies the number of units for each level of study as required by study plans approved.

iii) Students who have not passed due to failure in the courses are registered in the course subjects of the level gradually, starting from the lower levels, according to the approved study plans.

v) Students who have not passed the course subjects will be enrolled in courses that guarantees them a minimum academic load in each chapter taking into account the following points:

vii) Non-contradiction in the course timetable.

viii) Meeting the previous requirements of the course or courses to be recorded.

ix) Not allowing chooses the courses from the following levels only to complete the minimum academic load.

Delay and Interruption of Study:

A student may apply for postponement of study for a reason accepted by a concerned party determined by the Council of the University for a period not to exceed two consecutive semester postponement or three non-consecutive semesters for a maximum stay in the university and then folded his recorded after that, and may the University Council. If necessary, exempt the student from this provision and it will not be counted as a delay within the time needed to complete graduation requirements.

Interruption of Study:

If a student interrupted the regular university for a semester without requesting postponement; his registration at the university will be folded. The University Council may fold the student registration if cut off from the study for less than a semester, also the university council may fold the affiliated student's registration if he is absent of all the final exams and failed to submit an acceptable excuse.

Delay in the case of other university visit:

The student who is on visiting to another university during his studying of classes is not considered as a cut off.

3.2.1. Conventional Learning:

Short for conventional learning, it refers to conventional teaching and learning within a brick-and-mortar classroom facility. Contrast with e-learning.

3.2.2. Importance of Traditional Education:

Traditional education is defined as teacher-centered delivery of instruction to classes of students who are the receivers of information. Traditional schools generally stress basic educational practices and expect mastery of academic learning in the core subjects of math, reading, writing, science and social studies.

The importance of educating youth in their own cultures, as well as using indigenous languages to educate them, was stressed today during the discussion on culture and education in the Permanent Forum on Indigenous Issues.

3.2.3. Advantages of Traditional Education:

In traditional education, there is a high level of communication between a student and a teacher, as well as between students. It is very important as it helps increase students' level of confidence. Due to this, students become good communicators and teachers feel competent when they get feedback from students.

3.2.4. Key Features of Traditional Education:

Traditional education has four characteristics: 1) it is completely effective, i.e. the child learns all he/she needs to know to become a functioning adult; 2) although involves harsh trials and

ordeals, every child who survives them is allowed to “graduate”; 3) the cost of **education** (e.g. paying masters).

3.3. Non-Traditional Education

Non-traditional education is education that is offered in ways other than common daytime college classrooms. There are many versions of non-traditional education, such as college-prep education, evening courses, independent learning, online learning, residencies, cross-registration and one-on-one learning.

3.3.1. Importance of Non-Traditional Learning:

At times, nontraditional learners experience paradoxical beliefs and understandings about self, position, and their relationships within the learning environment. Nontraditional learners often bring to the community college learning environment, a number of unique personal and educational challenges.

Realizing the potential of our learning and teaching resources has numerous benefits including:

- Potential improvement in the quality of the learning environment and student learning outcomes;
- Connecting students to each other, their teachers and to the world in new and innovative ways;
- Improving access to, and flexibility of, university study for students;
- Increasing student enrolments through targeting new groups of students; and
- Meeting the service expectations of students, staff and stakeholders.

3.3.2. Difference between Traditional and Online Learning:

These days online courses/training have become extremely popular, as more and more institutes and companies are offering courses online. However, despite the popularity of online education, vast groups of people consciously stay away from such methods, mostly due to misconception. At the same time, despite the rising popularity of online courses, (classroom) training is fighting back and trying to adopt newer means of retaining learners' interest. There are always two sides of a coin. For some individuals, online training is more appropriate, while for others classroom training is the preferred delivery method.

Let us compare the two methods.

Online Learning

People take professional level courses usually to increase their qualifications and enhance their career opportunities in their jobs. For example, to get promotion in higher level and higher paid jobs; in management related professional degrees, diplomas are helpful. However many employees may be exhausted after their work and don't want to attend regular classes. So, naturally, an online class is more convenient for them, as it saves valuable time, money, and energy. The best thing about online learning is that individuals can take a course from the comfort of their office or home. Even with a busy schedule, one can find some spare time to take a course or study for it. In online classes, the learner is not directly interacting with the faculty. So in case of having any questions, they may find it difficult to ask their online instructor, as communication is often very impersonal. However, these courses often offer alternatives to live query resolution like online forums, emails, and chatrooms. Using these alternatives can be helpful for individuals to get their queries answered.

People often think that interacting with a trainer live is the best way to learn, as it is interactive and allows for two-way communication. For such types of people, synchronous online courses will be more appropriate. Another way to acquire knowledge through an online medium is by searching on different search engines like Google, Bing, etc. Although this helps by reducing the amount of books one has to read, there may be too many sources of information one has to read, and choose the relevant ones, which can result in information overload. Thus online learning may be more suitable for grownups who are continuing their education while they're working in their regular jobs.

Traditional Learning

Traditional classes are more suitable for young children, teenagers, and young adolescents who are yet to join the workforce. Regular attendance in classes helps them interact with other individuals of their own age, be better disciplined, follow a regular schedule, and improve their physical fitness and mental alertness.

Classroom learning helps students and teachers know each other in a better manner. This allows teachers to know the students and evaluate their strengths and weaknesses better, act as mentors, and guide students in their career possibilities. In a traditional classroom, students can directly share their views and clarify their own queries with the teacher, thus getting their questions answered right away. Most of the time books and classroom notes are very useful for studying and passing exams. Understanding the Question & Answer pattern, and with suggestions provided by experienced teachers, students can find it more helpful to learn than

when using generalized online notes and suggestions available on the internet. Also, classroom learning is more helpful due to a continuous interaction between student and teachers, as it helps students to get rid of their fears regarding exams, which can rare happen with online guidance. Lastly, interactions with good teachers help motivate students to achieve higher marks.

3.3.3. Traditional vs. E- Learning:

The one main difference between classroom training and eLearning is that classroom Training allows learners to personally interact with instructors and other learners in a live environment, whereas learners have to depend on electronic media to interact with the course in e-Learning.

3.3.4. Rashtriya Uchchattar Shiksha Abhiyan (RUSA):

(Hindi for "National Higher Education Mission") is a holistic scheme of development for higher education in India initiated in 2013 by the Ministry of Human Resource Development, Government of India. The centrally sponsored scheme aims at providing strategic funding to higher educational institutions throughout the country. Funding is provided by the central ministry through the state governments and union territories (UT), which in coordination with the central Project Appraisal Board will monitor the academic, administrative and financial advancements taken under the scheme. A total of 316 state public universities and 13,024 colleges will be covered under it.

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), launched in 2013 aims at providing strategic funding to eligible state higher educational institutions.

Objectives:

The salient objectives of RUSA are to:

- Improve the overall quality of state institutions 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.
- 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.

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

Major impact and Targets:

- RUSA seeks to increase the Gross Enrolment Ratio of the country to 30% by 2020
- It also seeks to increase the spending on higher education by the State Governments.
- The scheme, in its 2nd phase (2017 - 2020), 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 Slates 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 inclusion of women, minorities, SC/ST/OBCs and differently abled persons.
- To identity and fill up the existing gaps in higher education, by augmenting and supporting the State Governments' efforts.
- Promote a spirit of healthy competition amongst states and institutions to excel in quality higher education, research and innovation.

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Sub Unit – 4
Professional, Technical and Skill Based Education

4.1. Professional Education

Professional education includes any programs that improve the knowledge, skills, attitudes, or behaviors of health care providers on the importance of breast- feeding, the physiology and Management of lactation, or counseling related to breastfeeding. Professional development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

4.1.1. Role of Professional Education:

The essence of professionalism is the delivery of a service in response to a social need. Professional education is a response to society's demands for expert help provided by competent people. The growth and development of a profession is a function of specific needs, and the role of the professional changes because of changes in society. Professional education both responds to changing demands and provides impetus to changing the field itself, balancing a forward look with the realities of the present. Professional education is thus both reactive and initiating. Most problem solving on the job is reactive because decisions need to be made and little time is available for research or consultation with peers.

4.1.2. List of Professional Courses:

ACCA Professional Stage
BA (Hons) Sustainable Performance Management (CIMA)
MSc Strategic Business Management (CIMA online)
MSc Accounting and Finance
MSc Accounting and Finance (online advanced standing)
MSc Banking and Finance
MSc Business Analytics

MSc Digital Marketing

MSc Financial Planning and Business Management

MSc Human Resource Management (with CIPD)

PGDip Human Resource Management (with CIPD)

Certificate in Professional Studies: Human Resource Management (with CIPD)

MSc International Business Management

MSc Logistics and Supply Chain Management

Master of Sport Directorship [MSD Microsite]

Master of Business Administration (Online)

MSc Place Management and Leadership

MSc Project Management

MSc Public Relations

Crowd Safety and Risk Analysis

International Tourism and Hospitality Management

4.1.3. Professional Education Council:

The Professional Education Council (PEC) is a representative faculty council, charged via Board Policy to represent and act on behalf of the Teacher Education Faculty in the governance of teacher education programs in the University and to fulfill the following duties:

i) To recommend overall goals for the teacher education program;

ii) To recommend policies for student admission, retention, and exit requirement for the teacher education programs;

iii) To recommend policies for professional development;

iv) To recommend policies, in consultation with affected academic units, for teacher education program design, implementation, operation, evaluation, modification, and decision-making, including specification of required courses;

v) To ensure that all teacher education programs comply with all applicable rules and standards including professional teacher education accreditation standards;

vi) To adopt and revise rules of operation for its bylaws; and

vii) To perform any other relevant duty assigned to it by the chair with consent of the PEC.

The Dean of the College of Education and Behavioral Sciences, and Professional Education Unit Head, shall have the authority and responsibility for the overall administration and coordination of teacher education programs.

PEC reviews curriculum for all programs offered by UNC for the purpose of preparing teachers and other school personnel to work in p-12 settings. PEC provides input in decisions about new degree programs; minors, emphasis areas, licensures and endorsements; courses with a major change; courses with a minor change; and certificates

The statutory professional councils are:

All India Council of Technical Education (AICTE)

Medical Council of India (MCI)

Indian Council for Agricultural Research (ICAR)

National Council for Teacher Education (NCTE)

Dental Council of India (DCI)

Pharmacy Council of India (PCI)

Indian Nursing Council (INC)

4.1.4. Professional Education Council- Example and Details:

Professional councils are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards. The statutory professional councils are:

All India Council of Technical Education (AICTE)

Medical Council of India (MCI)

Indian Council for Agricultural Research (ICAR)

National Council for Teacher Education (NCTE)

Dental Council of India (DCI)

Pharmacy Council of India (PCI)

Indian Nursing Council (INC)

Bar Council of India (BCI)

Central Council of Homeopathy (CCH)

Central Council for Indian Medicine (CCIM)

Council of Architecture

Distance Education Council (DEC)

Rehabilitation Council

National Council for Rural Institutes (NCRI)

State Councils of Higher Education (SCHE)

All India Council of Technical Education (AICTE):

All India council for Technical Education has been established under the AICTE Act, 1987. The council is authorized to take all steps that are considered appropriate for ensuring coordinated and integrated development of technical education and for maintenance of standards.

The council may, amongst other things: coordinate the development of technical education in the country at all levels; evolve suitable performance appraisal system for technical institutions and universities imparting technical education, incorporating norms and mechanisms for enforcing accountability; laydown norms and standards for courses, curricula, physical and instructional facilities, staff pattern, staff qualifications, quality instruction, assessment and examinations; grant approval for starting new technical institutions and for introduction of new course or programmes in consultation with the agencies concerned.

What is available in AICTE Website?

Website provides a list of approved institutes – state-wise for Degree and Diploma Programs in Engineering and Technology, MCA & MBA, Pharmacy, Architecture & Applied Arts, Hotel Management & Catering Technology and M.E./M.Tech. / M.Pharm. /M.Arch.). The site also provides list of programs accredited by National Board of Accreditation (NBA) under the AICTE. Website also provides model curriculum for UG Programs and list of books recommended for management education.

Medical Council of India (MCI):

The Medical Council of India (MCI) was set up by the Indian Medical Council Act, 1956, amended in 1993. The council is empowered to prescribe minimum standards for medical education required for granting recognized medical qualifications by universities or medical institutions in India. The Council is empowered to make regulations relating to: the course and period of study, including duration of practical training to be undertaken, the subjects of examination, and the standards of proficiency therein to be obtained in universities or medical institutions for grant of recognized medical qualifications; the standard of staff, equipment, accommodation, training and other facilities for medical education; and the conduction of professional examinations, qualifications of examiners, and the conditions of admissions to such examinations.

The Council is also responsible to give its recommendations to the Central Government for establishing new medical colleges, opening of new or higher courses of study and increase in admission capacity in any courses of study or training.

What is available in MCI Website?

MCI website provides for a list of courses and colleges recognized by MCI in searchable interface. Search can be university, state or course wise. Site also provides status of application of medical professionals who apply for registration of the MCI.

Indian Council for Agricultural Research (ICAR):

ICAR has established various research centers in order to meet the agricultural research and education needs of the country. It is actively pursuing human resource development in the field of agricultural sciences by setting up numerous agricultural universities spanning the entire country. It provides funding to nearly 30 (Thirty) State Agricultural Universities, one Central University and several Deemed Universities. These universities employ about 26,000 scientists for teaching, research and extension education; of these over 6000 scientists are employed in the ICAR supported coordinated projects.

National Council for Teacher Education (NCTE):

The National Council for Teacher Education is a statutory body set up under the National Council for Teacher Education Act, 1993 to facilitate planned and coordinated development of the teacher education system in the country, and for regulation and proper maintenance of norms and standards in the teacher education system. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programs including research and training of persons to equip them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses. The Council, under Section 12 is responsible for the following activities and functions: to coordinate and monitor teacher education and its development in the country; lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher; lay down norms for any specified category of courses or trainings in teacher education; lay down guidelines for compliance by recognized institutions for starting new courses or training; lay down standards in respect of examinations, leading to teacher education qualifications; and examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council.

The Council is empowered to grant recognition of institutions offering courses or training in teacher education.

What is available in NCTE Website?

NCTE website provides details of institutions recognized by NCTE including courses recognized by it. There is a summary Fact Sheet about the institution with some details of the Courses. The site also includes a interesting section on Teacher as a Transformer. In this section, students can contribute and recall teachers who transformed them.

Dental Council of India (DCI):

Dental Council of India, constituted under the Dentists Act, 1948, is a Statutory Body incorporated under an Act of Parliament to regulate the dental education and the profession of Dentistry throughout India. The Council is responsible for according recognition to dental degree awarded by various universities and also for maintaining uniform standards of dental education in India. The Dental Council of India (DCI) lays down minimum requirements in respect of staff and infrastructure and prescribes the syllabus and the scheme of examinations.

Pharmacy Council of India (PCI)

The Pharmacy Council of India (PCI), also known as Central council, was constituted under section 3 of the Pharmacy Act, 1948. The PCI controls pharmacy education and profession in India up to graduate level. The Council prescribes the minimum standard of education for qualification as pharmacist. The Council prescribes: The nature and period of study of practical training to be undertaken before admission to an examination; the equipment and facilities to be provided for students undergoing approved courses of study; the subject of examination and the standards therein to be attained; and any other conditions of admission to examinations.

Indian Nursing Council (INC)

The Indian Nursing Council is a statutory body constituted under the Indian Nursing Council Act, 1947. The Council is responsible for regulation and maintenance of a uniform standard of training for Nurses, Midwives, Auxiliary Nurse-Midwives and Health Visitors. Amongst other things, the Council is empowered to make regulations for: prescribes the standard curricula for the training of nurses, midwives and health visitors; and for training courses for teachers of nurses, midwives and health visitors, and for training in nursing administration; prescribes conditions for admission to above courses; and prescribes standard of examination and other requirements to be satisfied for securing reorganization.

Bar Council of India (BCI):

The Bar Council of India is empowered to make rules to discharge its functions under the Advocates Act 1961. An important rule-making power is with reference to laying down guidelines for the standards of professional conduct and etiquette to be observed by advocates. The Bar Council of India Rules may prescribe for a class or category of person entitled to be enrolled as advocate. The Bar Council of India can also specify the conditions subject to which an advocate must have the right to practice and the circumstances under which a person must be deemed to practice as an advocate in a court.

Central Council of Homeopathy (CCH):

The Central Council of Homoeopathy was established under the Homoeopathy Central Council Act, 1973. The Council prescribes and recognizes all homeopathic medicine qualifications. Any university or medical institutions that desires to grant a medical qualification in homeopathy is required to apply to the Council. The Council is responsible for constitution and maintenance of a Central Register of Homoeopathy and for matters connected therewith. All universities and Board of medical institutions in India are required to furnish all information regarding courses of study and examination. The Council is empowered to appoint inspectors at examinations and visitors to examine facilities.

Central Council for Indian Medicine (CCIM):

The Central Council of Indian Medicine is the statutory body constituted under the Indian Medicine Central Council Act, 1970. This Council prescribes minimum standards of education in Indian Systems of Medicine viz. Ayurved, Siddha, UnaniTibb. The Council is responsible to maintain a Central Register on Indian Medicine and prescribes Standards of Professional Conduct, Etiquette and Code of Ethics to be observed by the practitioners. The Council is empowered to appoint medical inspectors to observe the conduct of examinations, and visitors to inspect facilities in colleges, hospitals and other institutions imparting instruction in Indian medicine. The Council is responsible to frame regulations with respect to the courses and period of study, including practical training to be undertaken, the subject of examinations, and the standards of proficiency therein to be obtained in any university, board or medical institution for grant of recognized medical qualifications the standard of staff, equipment, accommodation, training and other facilities for education in Indian medicine; and the conduct of professional examinations, etc.

Council of Architecture:

The Council of Architecture (COA) was constituted under the provisions of the Architects Act, 1972, enacted by the Parliament of India. The Act provides for registration of Architects, standards of education, recognized qualifications and standards of practice to be complied with by the practicing architects. The Council of Architecture is responsible to regulate the education and practice of profession throughout India besides maintaining the register of architects. Any person desirous of carrying on the profession of "Architect" must register himself with Council of Architecture.

The registration with Council of Architecture entitles a person to practice the profession of architecture, provided he holds a Certificate of Registration with up-to-date renewals. The registration also entitles a person to use the title and style of Architect. The title and style of architect can also be used by a firm of architects, of which all partners are registered with COA. Limited Companies, Private/Public Companies, societies and other juridical persons are not entitled to use the title and style of architect nor are they entitled to practice the profession of architecture.

The practice of profession of an architect is governed by the Architects (Professional Conduct) Regulations, 1989 (as amended in 2003), which deals with professional ethics and etiquette, conditions of engagement and scale of charges, architectural competition guidelines, etc. Pursuant to these Regulations, the Council of Architecture has framed guidelines governing various aspects of practice.

The Council prescribes qualifications and standards of education being imparted in institutions imparting architecture education. It set forth the requirement of eligibility for admission, course duration, standards of staff & accommodation, course content, examination, etc. These standards as provided in the said Regulations are required to be maintained by the institutions. The COA oversees the maintenance of the standards periodically by way of conducting inspections through Committees of Experts. The COA is required to keep the Central Government informed of the standards being maintained by the institutions and is empowered to make recommendations to the Government of India with regard to recognition and de-recognition of a qualification.

Rehabilitation Council:

The Rehabilitation Council of India was set up as a registered society in 1986. However, it was soon found that a Society could not ensure proper standardization and acceptance of the standards by other Organizations. The Parliament enacted Rehabilitation Council of India Act in 1992. The

Rehabilitation Council of India become Statutory Body on 22nd June 1993. The RCI Act was amended by the Parliament in 2000 to work it more broad based. The Act casts onerous responsibility on the Council. It also prescribes that any one delivering services to people with disability, who does not possess qualifications recognized by RCI, could be prosecuted. Thus the Council has the twin responsibility of standardizing and regulating the training of personnel and professional in the field of Rehabilitation and Special Education.

National Council for Rural Institutes:

National Council of Rural Institutes is an autonomous society fully funded by the Ministry of HRD, Govt. of India. Registered on 19th October, 1995 with its Headquarter at Hyderabad, It was established with a main objective of promoting Rural Higher Education for advancing rural livelihoods with the instrument of education on the lines of Mahatma Gandhiji's revolutionary concept of NaiTalim, a functional education based on the values proposed by Gandhiji. Other objectives of the council include teachers training, extension and research by networking with policy making bodies such as UGC, AICTE and research organizations like CSIR, AICTE etc., in addition to encouraging other educational institutions and voluntary agencies to develop in accordance with Gandhian Philosophy of education.

State Councils of Higher Education:

Following the National Policy on Education, respective state governments have established State Councils of Higher Education (SCHE). These councils prepare coordinated programmes of development of higher education in each state. Thus they seek to consolidate the efforts and investments of institutions of higher education with the state.

Andhra Pradesh State Council for Higher Education

Tamil Nadu State Council for Higher Education

UP State Council for Higher Education

4.2. Technical education

Technical courses are defined as courses in engineering, computer science, data science, math, statistics, chemistry, the physical sciences or the biological sciences. . Each semester, you are required to take at least two technical courses that satisfy requirements for your major.

In India, 'Technical Education' refers to skill-based education, where practical skills are taught, including (but not restricted to) various branches of Engineering. In order to maintain the standard of technical education, The All India Council for Technical Education (AICTE) was set up in 194.

4.2.1. Role of Technical Education:

Technical education contributes a major share to the overall education system and plays a vital role in the social and economic development of our nation. Technical Education can meet the escalating demands of growing society and to meet its multiplying demands. Everyone is aware of the importance of technical education. It helps students to develop theoretical and practical knowledge. It improves the quality of living standard by producing trained and experienced manpower. Technical education gives all the knowledge and skills people require to compete in this cut throat competition. Science & technology has influenced almost every section of the society that people can't imagine their life without its existence. To fulfill the need of the modern era, the education system should focus on technical and practical knowledge.

The technical education refers to the course of polytechnic after 10th, B.Tech after 12th and M.Tech after graduation. These technical courses aim at producing high quality engineers. Top M.Tech College in Haryana covers a wide range of courses and subjects in engineering and broadens the horizon of an individual.

Technical education contributes a major share to the overall education system and plays a vital role in the social and economic development of our nation. Technical knowledge is becoming an indispensable part of our living. Today the advancements made in the field of science and engineering has made life sophisticated and moreover, has improved the quality of life. These technical fields need the support of highly qualified experts. Therefore, top M.Tech College in Haryana aims to impart the best vocational education possible. Aspirants should be prepared beforehand to become a part of the fast changing and advancing world.

Engineering benefits only when it is done for the right engineering college, which is highly reputed and imparts quality education. Technical Education can meet the escalating demands of growing society and to meet its multiplying demands. With the conventional methods and stereo-typed general education, people acquire nothing to contribute to the progress and prosperity of the human society.

4.2.2. Technical Courses:

A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music. CTE courses encourage students to explore and prepare for careers in finance, marketing, psychology, criminal justice, and more. Programs of study are organized by career clusters, which include distinct groupings of occupations and industries based on the knowledge and skills they require.

i) Agricultural Engineering
ii) Aeronautical Engineering
iii) Architecture Engineering
iv) Automobile Engineering
v) Biomedical Engineering
vi) Biotechnology
vii) Broadcast Engineering
viii) Communication Engineering

4.2.3. Vocational Course:

Vocational Training in India. In India, vocational training is provided as a part-time and full-time basis. Full time training is typically provided to the Industrial Training Institute which is also known as ITI while the part time programs are offered to the students at the board of State Technical Education.

Vocational education or Vocational Education and Training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology.

4.2.4. MHRD- Funded Institution:

The Ministry of Human Resource Development, formerly Ministry of Education (until 25 September 1985), is responsible for the development of human resources in India. The Ministry is held currently by Ramesh Pokhriyal and is divided into two departments: the Department of School Education and Literacy, which deals with primary, secondary and higher secondary education, adult education and literacy, and the Department of Higher Education, which deals

with university education, technical education, scholarship etc. The erstwhile Ministry of Education now functions under these two departments, as of 26 September 1985.

The Ministry is headed by the cabinet-ranked Minister of Human Resources Development, currently held by Ramesh Pokhriyal; a member of the Council of Ministers. The current HRD sminister is Ramesh Pokhriyal

Organizational structure:

The department is divided into eight bureaus, and most of the work of the department is handled through over 100 autonomous organizations under these bureaus.

University and Higher Education; Minorities Education

University Grants Commission (UGC)

Education Research and Development Organization (ERDO)

Indian Council of Social Science Research (ICSSR)

Indian Council of Historical Research (ICHR)

Indian Council of Philosophical Research (ICPR)

46 Central Universities as on 11.09.2015, list issued by University Grants Commission

Indian Institute of Advanced Studies (IIAS), Shimla

Technical Education

All India Council of Technical Education (AICTE)

Council of Architecture (COA)

5 Indian Institutes of Information Technology (IIITs) (Allahabad, Gwalior, Jabalpur, Kancheepuram and Kurnool)

3 School of Planning and Architecture (SPAs)

23 Indian Institutes of Technology (IITs)

7 Indian Institutes of Science Education and Research (IISERs)

20 Indian Institutes of Management (IIMs)[

31 National Institutes of Technology (NITs)

Indian Institute of Engineering Science and Technology, Shibpur (IIEST)

SantLongowal Institute of Engineering and Technology

North Eastern Regional Institute of Science and Technology (NERIST)

National Institute of Industrial Engineering (NITIE)

4 National Institutes of Technical Teachers' Training & Research (NITTTRs) (Bhopal, Chandigarh, Chennai and Kolkata)

Ghani Khan Choudhury Institute of Engineering & Technology (GKCIET)

4 Regional Boards of Apprenticeship / Practical Training

Administration and Languages

Three Deemed Universities in the field of Sanskrit, viz.

Rashtriya Sanskrit Sansthan (RSkS) in New Delhi,

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth (SLBSRSV) New Delhi,

Rashtriya Sanskrit Vidyapeeth (RSV) Tirupati

Kendriya Hindi Sansthan (KHS), Agra

English and Foreign Language University (EFLU), Hyderabad

National Council for Promotion of Urdu Language (NCPUL)

National Council for Promotion of Sindhi Language (NCPSL)

Three subordinate offices: Central Hindi Directorate (CHD), New Delhi; Commission for Scientific & Technological Terminology (CSTT), New Delhi; and Central Institute of Indian Languages (CIIL), Mysore

Distance Education and Scholarships

Indira Gandhi National Open University (IGNOU)

UNESCO, International Cooperation, Book Promotion and Copyrights, Education Policy, Planning and Monitoring

Integrated Finance Division.

Statistics, Annual Plan and CMIS

Administrative Reform, North Eastern Region, SC/ST/OBC

Others:

National University of Educational Planning and Administration (NUEPA)

National Book Trust (NBT)

National Board of Accreditation (NBA)

National Commission for Minority Educational Institutions (NCMEI)

National Council of Educational Research and Training (NCERT)

National Council for Teacher Education (NCTE)

Central Board of Secondary Education (CBSE)

Kendriya Vidyalaya Sangathan (KVS)

Navoday aVidyalaya Samiti (NVS)

National Institute of Open Schooling (NIOS)

Central Tibetan Administration (CTA)

National Foundation for Teachers' Welfare

a public sector enterprise, Educational Consultants (India) Limited (EdCIL)

Central Tibetan Administration,(Bureau of HH the Dalai Lama),(Lajpatnagar),Delhi

National Open School Institute (NosI)

National Backward Krishi Vidyapeeth Solapur in India (Nbk)

Joint Seat Allocation Authority (JOSAA)

Objectives:

The main objectives of the Ministry are:

(i) Formulating the National Policy on Education and to ensure that it is implemented in letter and spirit.

(ii) Planned development, including expanding access and improving quality of the educational institutions throughout the country, including in regions where people do not have easy access to education.

(iii) Paying special attention to disadvantaged groups like the poor, females and the minorities

(iv) Provide financial help in the form of scholarships, loan subsidy, etc. to deserving students from deprived sections of the society.

(v) Encouraging international cooperation in the field of education, including working closely with the UNESCO and foreign governments as well as Universities, to enhance the educational opportunities in the country.

4.3. Skill Based Learning

When we refer to Skill Education, we have to look at it from two perspectives-one where children and youngsters have been exposed to formal education and school and college level, yet do not possess the required skills to be employable and; second those who have never been exposed to any kind of formal education and need to acquire certain skills to be employable Competency-based learning or competency-based education and training is an approach to teaching and learning more often used in learning concrete skills than abstract learning. After that, higher or more complex competencies are learned to a degree of mastery and are isolated from other topics.

4.3.1. Why We Should Learn Life Skills in School?

We believe that all schools should teach life skills to their students. Basic life skills are very much needed when they are on their own. I feel by adding basic life skills to schools, it will help them prepare for the real world by teaching them how to manage money, change a tire, cook, and sew. Without the learning of life skills, kids can struggle when it comes to basic real-world responsibilities. It is necessary that schools provide their kids with basic social, mental and physical skills to ready themselves for after high school. Overall, life skills should be brought back into high school education.

4.3.2. Importance of Skill Based Education:

The importance of life skills. In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration.

Education is more important but skill is most important

On high level education system can be basically divided into 2.

Vocational or Skill Based Education System

Book worm study system.

Education should be skilled based rather than knowledge based

In a class all the students may not be excellent in their studies alone, so they have other projects in which the weaker students can come up . In our society it is not only knowledge that matters but if you have the skill to do something you can guarantee work.

Vocational and skills need to be encouraged.

We see no reason to say the current school system is at all effective. For starters we need to encourage individual initiative, where students who try hard whether academically, vocationally, socially or physically are both looked at in high regard. While those who may not succeed in these categories are encouraged to try harder, possibly through taking courses more centered on these skills. We teach kids more day-to-day skills and knowledge, such as how machines work, how to operate a computer, how to make food, dresses etc.

School Life Skill Education:

In school-based programmes for children and adolescents, this can be done by the teaching of life skills in a supportive learning environment. Life skills are abilities for adaptive and positive

behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.

The school is an appropriate place for the introduction of life skills education because of

i) The role of schools in the socialization of young people
ii) Access to children and adolescents on a large scale
iii) Economic efficiencies (uses existing infrastructure)
iv) Experienced teachers already in place
v) High credibility with parents and community members
vi) Possibilities for short and long term evaluation.

Sub Unit – 5
Value Education and Environmental Education

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5.1. Value Education

In our general life, we see that things, which are wrathful at present time, become deteriorated in worth after a period of time. From a broader perspective, the aim of value education is linked with the fundamental question of what education itself is meant for:

i) Perspective of individual: To enable students to achieve personal fulfillment for success in life and work.

ii) Perspective of Societal: Education aims to prepare the youth to contribute to society, nation and the world.

Value education is the process by which people give moral values to each other. It can be an activity that can take place in any human organization during which people are assisted by others, who may be older, in a condition experienced to make explicit our ethics in order to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being, and to reflect on and acquire other values and behaviour which they recognize as being more effective for long term well-being of self and others.

5.1.1. Importance of Value Education:

Value education means inculcating in the children a sense of humanism, a deep concern for the well-being of others and the nation.

Values education is teaching and learning about the ideals that a society deems important. The aim is for students not only to understand the values, but also to relief them in their attitudes and behaviour, and contribute to society through good citizenship and ethics.

5.1.2. Objectives of Value Education:

Thus the ultimate aim of education is to achieve good life. Aims are an end in themselves and values are the product. For achieving any goal or objective we devise certain methods to achieve it and when we are able to achieve for reach the goal we call it values. Main objective of value education is to include the essential values depending upon the objectives, they may

be individual, social and national values for example in India, Maharashtra State has adopted the following values to be inculcated among the student through education.

5.1.3. Components of Value Education:

Education is burn care can be broken down into three main components: Surgical education, inter professional education, e.g. Critical care education and mentorship.

Table1: Summary and Practice Solutions/Suggestions:

Burn Education Component	Interventions and objective outcomes
Surgical Education	Competency based goals and objectives Standardized web-based / e-learning modules Surgical Skills lab (for technical skills) Simulation (for resuscitation, critical care, and technical skills)
Mentorship	Establish formal hierarchical and peer-based mentorship program Support and encourage in professional endeavors Enhance retention of professionals
Inter-professional Education	Develop education rounds led by different members of the health care team and encourage participation by all members Incorporate modules and problem based learning to learn from and with one another Enhance communication and team building

5.1.4. Types of Value Education:

i) Human Values:

Preparation of text-books and resource materials about environmental education can play an important role in building positive attitudes about environment. The basic human value 'man in nature' rather than 'nature for man' needs to be infused through the same.

ii) Social Values:

Love, compassion, tolerance and justice which are the basic teachings of most of our religions need to be woven into environmental education. These are the values to be nurtured so that all forms of life and the biodiversity on this earth are protected.

iii) Cultural and Religious Values:

These are the values enshrined in Vedas like 'Dehi me dadamite' i.e. "you give me and 1 give you" (Yajurveda) emphasize that man should not exploit nature without nurturing her. Our cultural customs and rituals in many ways teach us to perform such functions as would protect and nurture nature and respect every aspect of nature, treating them as sacred, are it rivers, earth, mountains or forests.

iv) Ethical Values:

Environmental education should encompass the ethical values of earth-centric rather than human-centric world-view. The educational system should promote the earth-citizenship thinking. Instead of considering human being as supreme we have to think of the welfare of the earth.

v) Global Values:

The concept that the human civilization is a part of the planet as a whole and similarly nature and various natural phenomena over the earth are interconnected and inter-linked with special bonds of harmony. If we disturb this harmony anywhere there will be an ecological imbalance leading to catastrophic results.

vi) Spiritual Values:

Principles of self-restraint, self-discipline, contentment, reduction of wants, freedom from greed and austerity are some of the finest elements intricately woven into the traditional and religious fabric of our country. All these values promote conservationism and transform our consumeristic approach.

5.2. Environmental Education

Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

Components of Environmental Education:

The components of environmental education are:

- **Awareness and sensitivity** to the environment and environmental challenges
- **Knowledge and understanding** of the environment and environmental challenges
- **Attitudes** of concern for the environment and motivation to improve or maintain environmental quality
- **Skills** to identify and help resolve environmental challenges
- **Participation** in activities that lead to the resolution of environmental challenges

Environmental education does not advocate a particular viewpoint or course of action. Rather, environmental education teaches individuals how to weigh various sides of an issue through critical thinking and it enhances their own problem-solving and decision-making skills.

5.2.1. Objectives of Environmental Education:

The following are the objectives of environmental education:

i) Awareness: To help the social groups and individuals to acquire knowledge of pollution and environmental degradation.

ii) Knowledge: To help social groups and individuals to acquire knowledge of the environment beyond the immediate environment including distant environment.

iii) Attitudes: To help social groups and individuals to acquire a set of values for environmental protection.

iv) Skills and Capacity Building: To help social groups and individuals to develop skills required for making discriminations in form, shape, sound, touch, habits and habitats. Further, to develop ability to draw unbiased inferences and conclusions.

v) Participation: To provide social groups and individuals with an opportunity to be actively involved at all levels in environmental decision making.

There are four areas of decision making:

(a) The types of environmental issues on which decisions might be made;

(b) The physical setting of the prospective environmental decision, including its spatial scale;

(c) The types of social groups and individuals who might interact in a process leading up to an environmental decision; and

(d) The time frame within which the decision must be made.

5.2.2. How does Education Affects Environment:

Education encourages people to use energy and water more efficiently and recycle household waste. By increasing awareness and concern, education can encourage people to reduce their impact on the environment through more efficient use of energy and water supplies, especially in areas of resource scarcity.

5.2.3. Why do we need Environmental Education?

Every country is putting efforts to integrate environmental concerns with education. According to these countries, EE should not only be a part of the education system but also the political system where actions, policies and plans can be formulated and executed at national level.

Environmental education must be able to assess environmental situation and the conditions leading to the damage of the environment. EE must target the routine and how simple changes in a daily life can make a huge difference to the environment.

Protecting environment is the responsibility of everyone, hence environmental education cannot be confined to one group or society. Every individual must be prepared for saving the environment. It must be a continuous and a lifelong process. Above that environmental education must be practical so that teachings can be implemented directly.

Conserving nature and environment will be much easier if children are taught about depleting resources, environmental pollution, land sliding and degradation and extinction of plants and animals. Education is a sort of investment that turns into a valuable asset over a period of time. Universities in India focus on teaching, research and training. In more than 20 Universities, different colleges and institutes courses in Environmental Engineering, Conservation and Management, Environmental Health and Social Sciences are taught.

To promote environmental awareness across the Nation, the Centre for Environment Education (CEE) was established in August 1984 with a support from the Ministry of Environment and Forests, Government of India. One of the tasks of the CEE is to put efforts to give due recognition to the role of environmental education. The CEE runs many Educational Programms in this regard.

Because of the societal shifts, today's children are busy playing indoor games and electronic gadgets. They spend most of their time in watching Television, listening to music, playing video games or surfing Internet or using Computer. They have no time to travel around and to explore the natural world around them. This not only impacts the health of children but also detach them from their surroundings and nature. They are grown up into adults who are least bothered about conserving nature. Raising an environmentally educated generation is also necessary because of the depleting of natural resources.

Students must be encouraged to understand their surroundings and a framework for action plan must be formulated. EE is the need of the day. It must encourage social participation. Hence integrating environment education into a curriculum is a wise option to connect students with the nature right from their childhood.

5.2.4. Characteristics of Environmental Education:

The three characteristics of a good environmental education program are holistic learning, inclusive excellence, and critical inquiry.

Holistic Learning

Inter- and multidisciplinary learning involves, as the name suggests, learning from more than one academic discipline in the same exercise or lesson. For example, if we are learning about water pollution, then we might explore the natural, physical, and social science behind its

ramifications. Learning in this way describes how the various constituents within our ecosystem, including us, relate to one another (human and non-human life). Holistic learning is one of the first places from which program development in environmental education should begin.

Inclusive Excellent

Awareness to various racial and ethnic cultural perspectives helps learners to understand how environmental knowledge is conveyed throughout generations. Whether the culture is indigenous, Hispanic/Latino, African American, or others culture is the language with which we translate values and histories. To better reach learners within these populations, it is absolutely necessary for educators and program managers to be sensitive to cultural differences. This is not to say that the educator must know everything about every culture – that is extremely unrealistic; however, proper program development should embrace strategies for including these diverse populations in the learning process. An example of how this may be done is with the inclusion of guest speakers and cultural ambassadors within your program, at *appropriate* times.

Critical Inquiry

Encouraging learners to explore natural phenomena around them is vital to the survival of a solid environmental education program. If student learners are permitted to learn about the environment by answering their own questions, then the likelihood of knowledge retention is greater. Additionally, opportunities for critical thinking provide the leaners to make their learning process more creative and, therefore, more memorable. This skill, which needs to be refined in many learners, may also promote better performance and higher academic achievement overall.

These three characteristics build a strong education program in general, but are natural components of a strong environmental education program. While all three may be important on their own, they work well together in creating a better environment for student learning. And, as I point out, this may make it more likely for students to perform better in other areas too. That itself may not be part of your program's mission or goals, but it does beget a concept that is vital to your programmatic goals: that learners actually learn what you hope they learn.

Sub Unit – 6
Policies, Governance and Administration

6.1. Introduction

The constitution of a country is a document that comprises a set of written rules accepted by everyone living together in that country. The Constitution of a country is the supreme law of the land and it determines the relationship among people living in that country and also regulates the government and its policies towards its citizens.

6.2. Making of Constitution

1) Tough M.N.ROY is called first proponent of Constitution of India, but Motilal Neheru and eight leading congress leaders first made an attempt to draft Indian Constitution in 1928.

2) In 1931, Karachi session of INC took the resolution to formulate the propose draft of Indian Constitution and INC also accepted some fundamental right.

3) Chief source of Indian Constitution is GOVT. OF INDIA ACT 1935.

4) The constitution assembly, the body of partly elected and partly represented body was formed India in 1946.

5) The constitution assembly drafted the constitution for independent India between 9 Dec and 26 Nov 1949.

6) The constitution of India was adopted in 26 Nov 1949 and finally enacted in 26 January in 1950.From this day 26 January is celebrated as the as Republic Day of India.

7) Constitution sets some fundamental rules and principals for the people of India by which people of country will be governed.

8) Constitution also defines certain Fundamental Rights and fundamental duties to protect the interests of citizens.

9) Chairman of constitution assembly was Dr. Rajendra Pasad and B. N .Rao was the constitutional advisor.

6.3. Sources of Constitution

Framers of Indian constitution borrowed the idea and provisions of constitution from almost 60 countries. At that time almost 64 lac rupees had been spent for drafting this constitution. List of total provisions borrowed from different countries has been given bellow.

The following table illustrates the major sources of Indian Constitution:

Provisions	Sources
President (Nominal Head)	**The United Kingdom**
Cabinet System of Ministers	
Parliamentary type of Government	
Post of Prime Minister	
Bicameral Parliament	
Council of Ministers	
Provision of Speaker in Lok Sabha	
Legislation	
Citizenship	
Writs	
Rule of Law	
Preamble	**The United States**
Fundamental Rights	
Independent Judiciary	
Judicial Review	
Impeachment of President	
Removal of Judges (of Supreme Court & High Courts)	
Functions of Vice-President	
Federal System (with strong Center)	**Canada**
Residuary powers in the Center	
Appointment of Governors (in states) by the Center	
Advisory Jurisdiction of Supreme Court	
Principle of co-operative federalism	**Australia**
Freedom of Inter-State trade	
Trade and Commerce	
Concurrent List	
Joint siting of the two Houses of Parliament	
Directive Principles of State Policy	

Presidential Election	**Ireland**
Nominating the members of Rajya Sabha	
Republic	**France**
Liberty, Equality, and Fraternity in the Preamble	
Fundamental Duties	**Russia**
Idea of Social, Economic, and Political Justice in Preamble	
Procedure for amendment	**South Africa**
Election of Rajya Sabha members	
Emergency powers to be enjoyed by the Union	**Germany**
Suspension of Fundamental Rights during emergency	
Procedure Established by Law	**Japan**
The federal scheme	**Govt. of India Act 1935**

6.4. Salient Features of Constitution

India is democratic country with quasi federal structure. Besides this India is a socialist, secular and sovereign country. All these features are mentioned in preamble of Constitution. Preamble is the modified form of objective resolution put forwarded by J. L. Neheru. Let us discuss these features one by one.

6.4.1 Democratic:

Democracy is the form of government in which people have supreme authority. Democracy is "govt. of the people, for the people and by the people." In a democratic country, people of country enjoy equal political right to choose and change their representatives.

6.4.2 Socialist:

In a socialist country, citizens have the right to property but the government should regulate it by law, the socio economic activities to reduce inequalities in the society and equal distribution of wealth is the motto of socialist country. The word "Socialist" was included in the preamble of Indian constitution in 1976 by 42 constitutional amendment act. The INC took the resolution of socialist economy in its Abadhi session in 1955.

6.4.3 Secular:

The secular country has no official religion. India as a secular country does not promote any particular religion. Beside that India treats all the religion equally and without any discrimination.

Article 25 to 28 of Indian constitution provide right to freedom of religion for every citizen. This provision allows every individual to freely profess their religious beliefs and practices.

6.4.4 Sovereign:

Sovereignty implies that Govt. of India is not under any dominion. The govt. is free to take any internal and external decisions without any compulsion from outside. So, sovereignty implies that India has no upper authority.

6.4.5 Republic:

India is a republic country which implies that head of the state is elected. The constitutional head of our country that's means president of India is elected by the members of parliament and members of state assembly. It is not like the British monarchy.

6.4.6 Equality:

The constitution of India ensures equality to its entire citizen. Right to equality is enshrined under article 14 to 18.This implies that govt. cannot discriminate any persons on the ground of religion, caste, race, gender and place of birth etc. This also determines abolition of titles like Bahadur and Roy bahadur etc.

6.5. Important Facts Regarding Formation of Constitution

1) The design of National Flag of India was adopted by Constitution Assembly in July, 1947.
2) Dr. B. R. Ambedkar was the chairman of drafting committee of constitution. It was 7 members committee.
3) The motto of "Equality, fraternity and freedom" is taken from French Revolution.
4) The first session of constitution assembly was held in New Delhi.
5) The govt. of India act 1935 provided residuary power on Governor-general.

6.6. Parts and Schedules of Indian Constitution

When Constitution of India was enacted on 26 January 1950, then it has eight schedules and 22 parts. At present there are twelve schedules and twenty four parts in Indian constitution. We will discuss all the schedules and parts in graphical representation.

Schedule I	Part I	List of the States.
	Part II	List of the Union.
Schedule II	Part A	Provisions as to the President and the Governors of States.
	Part B	Repealed
	Part C	Provisions as to the Speaker and the Deputy Speaker of the House of the People and the Chairman and the Deputy Chairman of the Council of States and the Speaker and the Deputy Speaker of the Legislative Assembly and the Chairman and the Deputy Chairman of the Legislative Council of a State.
	Part D	Provisions as to the Judges of the Supreme Court and of the High Courts.
	Part E	Provisions as to the Comptroller and Auditor-General of India.
Schedule III		Forms of Oaths or Affirmations.
Schedule IV		Allocation of seats in the Council of States.
Schedule V		Provisions as to the Administration and Control of Scheduled Areas and Scheduled Tribes.
Schedule VI		Provisions as to the Administration of Tribal Areas in the States of Assam, Meghalaya, Tripura, and Mizoram.
Schedule VII	List I	Union List.
	List II	State List.
	List III	Concurrent List.
Schedule VIII		List of 22 languages:
		1. Assamese 2. Bengali 3. Gujarati
		4. Hindi 5. Kannada 6. Kashmiri
		7. Malayalam 8. Marathi 9. Oriya
		10. Punjabi 11. Sanskrit 12. Tamil

		13. Telugu 14. Urdu 15. Sindhi 16. Konkani 17. Manipuri 18. Nepali 19. Santhali 20. Bodo 21. Maithili 22. Dogri Initially, there were only 14 languages, but after 21st Amendment (1967) Sindhi was added; after 71st Amendment (1992), Konkani, Manipuri, and Nepali added; and after 92nd Amendment (2003), Santhali, Bodo, Maithili, and Dogri added.
Schedule IX	Added by 1st Amendment in 1951	Contains acts & orders related to land tenure, land tax, railways, industries (Right of property not a fundamental right).
Schedule X	Added by 52nd Amendment in 1985	Provisions as to disqualification on ground of defection.
Schedule XI	Added by 73rd Amendment in 1992	Powers, authority and responsibilities of Panchayats.
Schedule XII	Added by 74th Amendment in 1992	Powers, authority and responsibilities of Municipalities, etc.

6.7. Parts

Part I	**The Union and its Territory**	**Article (1 to 4)**
Part II	Citizenship	Article (5 to 11)
Part III	Fundamental Rights	Article (12 to 35)
Part IV	Directive Principles of State Policy	Article (36 to 51)
Part IVA	Fundamental Duties	Article (51A)
Part V	The Union	Article (52 to 151)
Part VI	The States	Article (152 to 237)
Part VII	The States in Part B of The First Schedule	Article (238)
Part VIII	The Union Territories	Article (239 to 243)
Part IX	Panchayats	Article (243 to 243O)
Part IXA	Municipalities	Article (243P to 243ZG)
Part X	The Schedule and Tribal Areas	Article (244 to 244A)
Part XI	Relations between the Union and the States	Article (245 to 263)
Part XII	Finance, Property, Contracts, and Suits	Article (264 to 300A)
Part XIII	Trade, Commerce, and Intercourse within the Territory of India	Article (301 to 307)
Part XIV	Service under the Union and the States	Article (308 to 323)
Part XIVA	Tribunals	Article (323A to 323B)
Part XV	Elections	Article (324 to 329A)
Part XVI	Special Provisions Relating to Certain Classes	Article (330 to 342)
Part XVII	Official Language	Article (343 to 351)
Part XVIII	Emergency Provisions	Article (352 to 360)
Part XIX	Miscellaneous	Article (361 to 367)
Part XX	Amendment	Article (368)
Part XXI	Temporary, Transitional, and Special Provisions	Article (369 to 392)
Part XXII	Short Title, Commencement, Authoritative Text in Hindi and Repeals	Article (393 to 395)

6.8. Indian States and Union Territory

Constitution described territory of India as "India that is Bharat". Indian territory is a union of states and union territories. Though India has borrowed the concept of federation from Canada, but Indian system of federation is different from Canada. Indian states cannot recede from the union. There are 29 states, 7 union territories in India. There are seven Union Territories and two UT have legislative assembly .One UT has High Court and one UT is the capital of two states (Chandigarh)

Article 1(1) states that India, that is Bharat, shall be union of states.

Article 1(2) speaks of states and union territories shall be mentioned in the first schedule.

Article 2 states that parliament may by law admit into the union or established new states on such terms and conditions as it thinks fit.

Article 2A mentioned Sikkim to be associated with territory of India by 36th Constitutional Amendment Act.

Article 3 states that parliament by law (a) form a new states(b) increase the area of states (c) alter the boundary of states (d) alter the name of states.

6.9. Citizenship

Indian constitution does not allow dual citizenship like America. India only provide single citizenship to its inhabitants. Who can be citizen of India, how citizen ship can be acquired and taken back, all these things are clearly defined from article 5 to article 11.

Article 5 states that at the commencement of this Constitution, every person who has his domicile in the territory of India and –

1) Who was born in the territory of India; or

2) Either of whose parents was born in the territory of India; or

3) Who has been ordinarily resident in the territory of India for not less than five years immediately preceding such commencement, shall be a citizen of India.

Article 6 states that notwithstanding anything in Article 5, a person who has migrated to the territory of India from the territory now included in Pakistan shall be deemed to be a citizen of India at the commencement of this Constitution.

Article 7 states that notwithstanding anything in Articles 5 and 6, a person who has after the first day of March, 1947, migrated from the territory of India to the territory now included in Pakistan shall not be deemed to be a citizen of India.

Article 8 states that notwithstanding anything in Article 5, any person who or either of whose

parents or any of whose grand-parents was born in India as defined in the Government of India Act, 1935, and who is ordinarily residing in any country outside India as so defined shall be deemed to be a citizen of India if he has been registered as a citizen of India by the diplomatic or consular representative of India in the country where he is for the time being residing on an application made by him therefor to such diplomatic or consular representative, whether before or after the commencement of this Constitution, in the form and manner prescribed by the Government of the Dominion of India or the Government of India.

Article 9 states that no person shall be a citizen of India by virtue of Article 5, or be deemed to be a citizen of India by virtue of Article 6 or Article 8, if he has voluntarily acquired the citizenship of any foreign State.

Article 10 states that every person who is or is deemed to be a citizen of India under any of the foregoing provisions of this Part shall, subject to the provisions of any law that may be made by the Parliament, continue to be such citizen.

Article 11 states that nothing in the foregoing provisions of this Part shall derogate from the power of Parliament to make any provision with respect to the acquisition and termination of citizenship and all other matters relating to citizenship.

6.10. Fundamental Rights

Article 12-35 of constitution deal with fundamental rights. Constitution does not define fundamental rights but says that they are fundamental and superior to ordinary laws .Fundamental right cannot be altered except with constitutional amendment. They are the negative obligation on the state.

6.10.1. Equality:

The Constitution states that all citizens are equal before the law and the government should ensure that the traditional practice of social inequalities on the grounds of caste, religion, and gender has to be ended.

Right to Equality is enshrined under Articles 14 to 18 of the Indian Constitution of India, which guarantees the right to equality to all persons and prohibits any kind of discrimination against any citizen on any of the grounds of religion, race, caste, gender, and place of birth.

Article 14 provides that all persons are equal before the law. This means that all persons shall be equally protected by the laws of the country.

Article 15 states that no citizen can be discriminated against on the basis of his/her religion,

race, caste, sex, or place of birth.

Article 16 states that the State cannot discriminate against anyone in matters of employment.

Article 17 abolishes the practice of untouchability from India. It provides that every person has access to all public places including playgrounds, hotels, shops, etc.

6.10.2 Freedom of Expression:

Provide for 6 fundamental rights in the nature of freedom. These are guaranteed to Indian citizen with reasonable restrictions.

Article 19 (1) A speaks of freedom of speech and expression. Freedom of Press and media is also mentioned over here. Right to Information is also under this jurisdiction.

Article 19 (2) B speaks of freedom of assembly and this assembly must be peaceful.

Freedom of forming association, freedom of movement, freedom of residence and freedom of profession are also provided in this article.

6.10.3 Protection of Life and Personal Liberty:

Right to education is a fundamental right under **Article 21-A**(86^{th} Constitutional Amendment 2002) Education is the subject mentioned in the concurrent list.

Article 21 said that no person shall be deprived of personal life and liberty except according to the law.

Right to Privacy is fall under this.

6.10.4. Right against exploitation:

The Constitution prohibits the following practices as evil and declares them illegal:

Trafficking of human beings, i.e., the selling and buying of human beings, (generally, women and children are the victims of trafficking) is prohibited under article 23.Child labor is also prohibited under article 24. The children below 14 years of age, cannot be employed to work in any factory or mine or in any other hazardous work, such as railways and ports. The Parliament of India has enacted laws to implement constitutional right that prohibits children below 14 years of age from working in hazardous industries like factories and mining etc.

6.10.5. Right of Religious Freedom:

India being secular country has its own religion. There is no state religion. Articles 25 to 28 guarantee the citizen to profess their own religion.

6.10.6. Cultural and Educational Right:

Article29 guarantees to citizen having distinct language, script or culture of its own, the right to conserve the same.

Article 30 guarantees the minorities to establish and administer educational institution of their own choice.

6.10.7 Right to Constitutional Remedies:

Article 32 of constitution provides effective machinery for the effective enforcement of fundamental right Dr. B. R. Ambedkar described at article as the "heart and soul of constitution". For the enforcement of fundamental right high court and Supreme Court can issue writs like Habeas Corpus, Mandamus, Prohibition, Certiorari and Quo Warranto.

6.11. Directive Principle of State Policy

DPSP is the need of the community. DPSP was borrowed from Irish Constitution. This concept is introduced to make welfare state. This is not enforceable in court. DPSP is introduced in the constitution to promote the concept of welfare state. These articles are direction to Govt. for economic and social development of people.

Article 36: It defines the state. It has the same meaning as given in Article 12 of Part III (fundamental rights) of the Indian Constitution.

Article 37: The Directive Principles are –fundamentals in the governance of the country. It shall be the duty of the state to apply these principles in making laws.

Article 39: The Right to adequate means of livelihood for all citizens, equal Pay for equal work for both men and women. Article 40: To organize Village Panchayats.

Article 41: speaks of Right to work, Public Assistance in the event of unemployment.

Article 42: speaks of the provision for just and humane conditions of work and maternity leave.

Article 43: speaks of Living wage for workers.

Article 44: speaks of Uniform Civil Code for the whole country.

Article 45: speaks of Provision for early childhood care and education to children below the age of 6 years.

Article 46: speaks of Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other backward classes.

6.12. Fundamental Duties

Article 51-A says that citizen should follow some fundamental duties like abiding constitution

,protect sovereignty and integrity of country .It is added to the constitution by 42th amendment 1976 at the suggestion of Saran Singh Committee. Fundamental duties are:

(a)Abide by the constitution and National Flag and Anthem. (b) Follow ideals of the freedom struggle. (c) Protect sovereignty and integrity, (d) defend the country and render national service, (e) spirit of common brotherhood (f) Preserve composite culture (g) Protect natural environment (h) develop scientific temper (i) safeguard public property (j) strive excellence(k) Duty of all parents and guardians to send their children in the age group of 6-14 years to school.

6.13. Union Government

The Govt. of India or the central or the union Government is divided into three main sections namely Executive, Legislative and Judiciary.

Part V of constitution deals with President, Vice-President, Parliament and Judiciary.

Parliament of India comprises of President, Loksabha and Rajyasabha.

6.13.1 President:

The President of India is the head of the State. He exercises only nominal powers. His functions are mainly ceremonial in nature like the Queen of Britain. He takes oath in front of the chief justice of India. President also summoned the session of Parliament on the suggestion of Prime Minister.

Article 54 provides that President shall be elected by an electoral college consisting of (a) elected members of both houses of parliament (b) elected members of the legislative assemblies of states and also elected members of Delhi and Puduchery. Dispute regarding presidential and vice-presidential election are settled by Supreme Court of India.

President has legislative power, power, diplomatic power, military power etc. He summons the session of Parliament.

He can remove the members of the state public service commission.

Article 72 speaks of the power of pardon of president.

President can proclaim National Emergency, State Emergency and Financial Emergency. During state emergency state council of ministers is removed and takeover the state administration.

Till now financial emergency is not proclaimed. During financial emergency Central govt. can took decision on the financial matters of state and President can reduce salary of the state govt. employees.

6.13.2 Vice-President:

Vice president is the chairman of Rajyasabha. When president is absent, he discharges the duty and function of president. He is elected by the members of both Loksabha and Rajyasabha.

6.13.3 Prime Minister:

Prime Minister is the real executive authority (*de facto* executive).He is the head of the government.
In precedence in loksabha , Prime minister comes first and Speaker is the second.
The Constitution does not contain any specific procedure for the selection and appointment of the Prime Minister.
Article 75 says only that the Prime Minister shall be appointed by the president.
The President has to appoint the leader of the majority party in the Lok Sabha as the Prime Minister.
But, when no party has a clear majority in the Lok Sabha- the President may exercise his personal discretion in the selection and appointment of the Prime Minister.
In such a situation, the President usually appoints the leader of the largest party or coalition in the Lok Sabha as the Prime Minister and asks him to seek a vote of confidence in the House within a month.
There is also one more situation when the president may have to exercise his individual judgement in the selection and appointment of the Prime Minister, that is, when the Prime Minister in office dies suddenly and there is no obvious successor.

6.13.4 Loksabha:

Loksabha is the lower house of the parliament, but this is the most important part of parliament. There is three session in parliament- Monsoon session, winter session and Budget session. The interval between two sessions of parliament must not exceed 6 months. Loksabha is the subject of dissolution. President can dissolve Lokhsabha on the recommendation of Prime Minister before expiry of the general term of Loksabha.
Members of the loksabha are directly elected by the people. Total membership of the house is fixed by constitution at 552. There are 530 representatives from states and 20 from Union territories though at present 13 member belonged to Union territories. President can nominate 2 members from Anglo-Indian community. Uttar predesh has highest number of seats in loksabha (80) followed by Maharastra. The Constitution puts limit on the size of Lokhsabha.

The speaker presided over the loksabha. Speaker cannot caste vote in parliament in case of inequality. In absence of speaker, deputy speaker performs the duty of speaker.

Article 120 proclaimed that the business in the parliament shall be transacted in English and Hindi both.

Members of Loksabha should be citizen of India. His/her age should not be less than 25 years. Money bill can be only introduced in Loksabha.

6.13.5. Rajyasabha:

Rajyasabha is the upper house of the parliament. Total strength of this house is 250.Members of the Rajyasabha are not directly elected by the people. President can nominate 12 members in this house. This house is not subject of dissolution. There is provision that one third of the members of Rajyasabha have to resign. Members of Rajyasabha are elected for the period of six years. Rajya Sabha does not represent the local interests of the states.Members of the Rajya sabha are not bound to vote at the dictates of the states they represent.

6.14. State Government

The constitution provides for a federal government having separate administrative system for the Union and its units, namely, the States. Article 153 to167 in part Vic of constitution deals with state executive. The pattern of government is same as the central govt. It consists of Governor, Chief Minister and members of assembly and legislative council and state judiciary.

6.14.1. Governor:

The pattern of Government provided for the states is similar to that of the Central Government. He holds the office during the pleasure of president.

For the Union Government, Presidency is ceremonial head and the effective head of the government is the Prime Minister heading the Council of Ministers.

For the State Government, Governor is the counterpart of the President of India and the Chief Minister heading the Council of Ministers is the mirror image of the Prime Minister. Governor can be removed by the President without any permission from parliament.

For appointment as a Governor, candidate must be a citizen of India and has to attain 35 years. He should not hold and office of profit under the Govt.

Power of Governor: He is the nominal head of states. He summons the house of the legislature and he may prorogue and dissolve the house of assembly.

He is required to cause to be laid before the house or houses of the legislature" annual financial statement", that is "Budget".

He can pardon the serious offenders but cannot pardon death sentence.

President can remove the Governor without the resolution of parliament.

6.14.2 Chief Minister:

Chief Minister is the head of the state. He/she is appointed by the Governor. Other ministers of the state are appointed by the Governor on the advice of Chief Minister. Any person may be appointed as the minister but he must become member of legislature within six months of appointment. The relationship between Chief Minister and the Governor is same as the relationship between Prime minister and the President.

All the important decisions and policy formulation is done by Chief Minister and his Cabinet.

6.14.3 State Legislative Assembly and Legislative Council:

According to the constitution every state of India must have State Legislative Assembly but creation or formation of Legislative Council is not mandatory. Total member of the Legislative Assembly should not be more than 500 and less than 60. But in four states like Sikkim, Goa,Mizoram and Puduchery has legislative assembly comprising less than 60 members.

At present, only seven states-Karnataka, Maharastra, Bihar, U.P, Andhra Pradesh, Jammu and Kashmir and Odisha has Legislative Council.

6.14.4 Advocate General (Article 165):

He is the highest legal officer of the state. He provides advice to the government of the state upon legal matters. He is appointed by the Governor of the state. A person qualified to be a judge of High Court can be appointed as the Advocate General of the state. The term of the office is not fixed by constitution.

6.15. Local Government

For the democratic decentralization Govt. of India started Panchayet Raj in rural area and Municipality in the urban area. According to 73th amendment act 1992 of Indian constitution, Pancayet Raj was introduced in India and according to 74^{th} amendment act 1992 Municipal Corporation was introduced in India. Both the act was enacted in 1993.

Rajsthan was the first state to establish the Panchayet Raj in Nagaur district in 1959.

Important committee associated with Panchayet Paj-Balwant Rai Meheta Committee (1957), Ashoke Mehata Committee (1977), LM Singhvi Committee (1986).

Panchayet is added in Part-ix and eleventh schedule and Municipality is added in twelfth schedule of Constitution.

Article 243 to 243-O mentions Panchayet Raj and Article 243-P to 243-ZG describes Municipal Corporation and its function.

Panchayet is three tire systems- as Gramsabha in the village level, Panchayet samity at block level and zila Parishad in the block level. All members of the panchayet system are directly elected by people.

6.16. Supreme Court

Indian judiciary is the oldest legal system in the world. In spite of the federal structure of government, India has an integrated and independent judiciary.

Supreme Court is the final interpreter and guardian of the constitution. It is also the guardian of Fundamental Rights. Article 124 to 147 of Indian Constitution mentions the formation and function of Supreme Court of India. Presently there are 31 judges in SC including Chief Justice of India. Chief Justice and other judges of Supreme Court are appointed by President. Judges of Supreme Court can be impeached for incapacity and misbeahaviour.

Supreme Court has Appellate, advisory and Original jurisdiction. It is the highest court of appeal in India. Supreme Court can settle the dispute regarding center and states. This comes under original jurisdiction of Supreme Court. When fundamental right and other legal right of the citizen is infringed, then they can move to Supreme Court.

Article 226 and 227 0f Indian Constitution speaks of Judicial Review which implies that, on any legislative decision of parliament, Supreme Court can question and make review.

6.17. High Court

High Court is the apex court in the state. Constitution mentions High Court for each states of India. At present there is 25 High Court in India. Calcutta High court is the oldest high court in India, established on 2 July 1862. Delhi is the only UT having High Court.

Chief justice of HC is appointed by President of India and he hold the office not only during the pleasure of the president but also for good behaviors. .The judges of high court hold the office till 62 years. Like Supreme Court, High Court has the power to issue Writ.

6.18. Attorney General of India (Article 76)

Attorney General of India is the highest legal officer of the union Government and renders legal assistance to it. He is appointed by the President. A person qualified to be the judge of Supreme Court can be appointed as Attorney General of India. He has not any fixed tenure.
Attorney General is entitled to be the audience in all courts in the country and can take part in the proceeding of the Parliament but he has not the power to vote.
Besides Attorney General, Solicitor General is the second law officer in the country. He can take part in the proceeding of both the houses of parliament. At present Solicitor General is Tushar Meheta.

6.19. The Comptroller & Auditor General of India (Article-148)

The CAG controls the entire financial system of Union as well as states.
The main duties of CAG are to audit and report on all expenditure from the Consolidate Fund of India and each of the states and union territories having legislative assembly. Besides this to audit Contingency Fund and other expenses of Govt. is the function of CAG.
The term of the office of CAG is 6 years from the date of appointment.

6.20. Election Commission of India (Article 324-329)

In order to supervise and conduct free and fair election in the country, President of India appoints Election Commission of India. The Election Commission is independent body without any legislative control.
Election Commission approved the political parties in India. It also recognizes the national and regional political parties in India. First Chief Election Commissioner of India is Sukumar Sen.
There is also State Election Commission in each state which conducts local, panchayet and municipality election.

6.21. National and State Human Right Commission

It is a statutory (and not a constitutional) body.
It is established in 1993 under a legislation enacted by the Parliament, namely, the Protection of Human Rights Act, 1993.
NHC is the watchdog of human rights in the country, that is, the rights relating to life, liberty,

equality and dignity of the individual guaranteed by the Constitution or embodied in the international covenants and enforceable by courts in India.

The commission is a multi-member body consisting of a chairman and fourmembers.

The chairman should be a retired chief justice of India, and members should be serving or retired judges of the Supreme Court, a serving or retired chief justice of a high court and two persons having knowledge or practical experience with respect to human rights. In addition to these full-time members, the commission also has four ex-officio members—the chairmen of the National Commission for Minorities, the National Commission for SCs, the National Commission for STs and the National Commission for Women.

For State Human Right Commission everything is similar to the National Human Right Commission except its jurisdiction and appointment of commissioner.

6.22. Center States Relationship

Constitution mentions three lists Union list, States List and Concurrent List. Union list mentioned subject which shall be governed by central govt. and state list things should be governed by state government. Concurrent list subjects are governed by both central and states govt. States list contained law and order. Education is mentioned in Concurrent list. Parliament can legislate on the subject matter of the state list at the request of two or more states.

6.23. Planning Commission and National Development Council

Planning Commission of India is non- constitutional and non-statutory body .It was formed in 1950 on the recommendation of Advisory Planning Board under the chairmanship of K. C. Neogi. Prime Minister is the de facto executive of Planning Commission.

National Development council was formed in 1952 by an executive resolution of the govt. of India on the recommendation of First Five Year Plan. Objective of NDC is to secure cooperation of states in the execution of the plan. They prescribed guidelines for preparation of the national plan.

6.24. Niti Aayog

On the 1st January 2015, by resolution the Government of India constituted a "NITI Aayog (National Institution for Transforming India). It is a non-constitutional and non-statutory body. It is the think tank of Govt.

The Prime Minister of India is the chairperson and Chief Minister of all states and Lt. Governors of UT are the members of NITI Aayog.

NITI Aayog has five full time members and two permanent members, four Union ministers as ex-officio

members and three special Invitees.

Arvind Pangariya is the first Vice chairman of the NITI Aayog.

6.25. Lokpal and Lokayukt

The Scandaneavian institution of Ombudsman created in Sweden in 1809 is the earliest democratic institution in the world for the redressal of citizen's grievances. The ombudsman in India is called as Lokpal and in case of state it is called Lokayukta.

Pinaki Chandra Ghosh is appointed as the Lokpal of India.

6.26. Important Articles

Article	Description
Article 1	Name and territory of the union.
	Admission and Establishment of the new State
Article 2	
	Formation of new states and alteration of
	areas, boundaries, and the name of
Article 3	Existing states.
	Citizenship at the commencement of the
Article 5	Constitution.
	Rights of citizenship of a certain person
Article 6	who has migrated to India from Pakistan
Article 10	Continuance of rights of citizenship.
	Parliament to regulate the right of
Article 11	Citizenship by law.
Article 12	Definition of the state
	Laws inconsistent with or in derogation of
Article 13	The fundamental rights.
Article 14	Equality before the law.
	Prohibition of discrimination on the
	Grounds of religion, race, caste, sex. Or
Article 15	Place of birth.
	Equality of opportunity in matters of public

Article 16	Employment.
Article 17	Abolition of the untouchability.
Article 18	Abolition of titles
	Protection in respect of conviction for
Article 20	Offences.
Article 21	Protection of life and personal liberty.
Article 22	Protection against arrest and detention in certain cases.
Article 23	Prohibition of traffic in human beings and forced labor.
Article 24	Prohibition of employment of children in factories and mines. Under age of 14.
	Freedom of conscience and free profession, practice and propagation of religion.
Article 25	
Article 26	Freedom to manage religious affairs.
	Freedom as to pay taxes for promotion of
Article 27	any particular religion.
	Freedom from attending religious
Article 28	Instruction.
Article 29	Protection of interest of minorities.
	Right of minorities to establish and
Article 30	administer educational institutions.
	Remedies for enforcement of
Article 32	Fundamental Rights.

Article	Definition of Directive Principal of States
Article 36	Policy (DPSP)
Article 37	Application of DPSP
Article 39A	Equal justice and free legal aid
Article 40	Organization of village panchayat
Article 41	Right to work, to education, and to public assistance in certain cases
Article 43	Living Wages, etc. for Workers.
	Participation of workers in management of
Article 43A	Industries.
Article 44	Uniform civil code.(applicable in Goa only)
	Provision for free and compulsory
Article 45	education for children.
	Promotion of educational and economic
	interest of scheduled castes, ST, and
Article 46	OBC.
	Duty of the state to raise the level of
	nutrition and the standard of living and to
Article 47	improve public health.
	Organization of agriculture and animal
Article 48	Husbandry.
	Protection of monuments and places and
Article 49	objects of natural importance.
Article 50	Separation of judiciary from the executive.
	Promotion of international peace and
Article 51	security.
Article 52	The President of India
Article 53	Executive Power of the union.
Article 54	Election of President
	Procedure for Impeachment of the
Article 61	President.
Article 63	The Vice-President of India
	The Vice-President to be ex-officio
Article 64	chairman the Council of States.
Article 66	Election of Vice-president
Article 72	Pardoning powers of President.
	Council of Ministers to aid and advise
Article 74	President.
Article 76	Attorney-General for India.
Article 79	Constitution of Parliament
Article 80	Composition of Rajya Sabha.

Article 81	Composition of Lok Sabha.
Article 83	Duration of Houses of Parliament.

Article	Description
	The speakers and Deputy speakers of the
Article 93	house of the people.
	Powers, Privileges, etc. of the House of
Article 105	Parliament.
	Special procedure in respect of money
Article 109	bills
Article 110	Definition of “Money Bills”.
Article 112	Annual Financial Budget.
Article 114	Appropriation Bills.
	Powers of the President to promulgate
Article 123	Ordinances during recess of parliament.
Article 124	Establishment of Supreme Court.
Article 125	Salaries of Judges.
Article 126	Appointment of acting Chief justice.
Article 127	Appointment of ad-hoc judges.
	Attendance of a retired judge at sitting of
Article 128	the Supreme Court.
Article 129	Supreme court to be a court of Record.
Article 130	Seat of the Supreme court.
	Special leaves for appeal to the Supreme
Article 136	Court.
	Review of judgment or orders by the
Article 137	Supreme court.
	Decision of the Supreme Court binding on
Article 141	all the courts.
Article 148	Comptroller and Auditor- General of India
Article 149	Duties and Powers of the CAG
Article 153	Governors of State
Article 154	Executive Powers of Governor.
Article 161	Pardoning powers of the Governor.
Article 165	Advocate-General of the State.
	Power of Governor to promulgate
Article 213	Ordinances.
Article 214	High Courts for states
Article 215	High Courts to be a court of record
Article 226	Power of High Courts to issue certain writs
Article 233	Appointment of District judges

Article 235	Control over Sub-ordinate Courts
	Consolidated Fund and Public Accounts
Article 266	Fund
Article 267	Contingency Fund of India
Article 280	Finance Commission
Article 300	Right to property
Article 301	Freedom to trade and commerce
	Power of Parliament to impose restrictions
Article 302	on trade and commerce

Article	**Description**
Article 312	All- India-Service
	Public service commissions for the union
Article 315	and for the states
Article 320	Functions of Public Service Commission
Article 323A	Administrative Tribunals
	Superintendence, direction and control of
	Elections to be vested in an Election
Article 324	Commission.
	No person to be ineligible for inclusion in
	or to claim to be included in a special,
	electoral roll on grounds of religion, race,
Article 325	Caste, or sex.
	Elections to the house of the people and
	to the legislative assemblies of states to
Article 326	be on the basis of adult suffrage
Article 338	National Commission for the SC, & ST.
	Appointment of a commission to
	investigate the conditions of backward
Article 340	Classes.
Article 343	Official languages of the Union.
Article 345	Official languages or languages of states.
	Languages to be used in the Supreme
Article 348	Court and in the High Courts.
	Directive for development of
Article 351	The Hindi languages.
	Proclamation of emergency (National
Article 352	Emergency).
Article 356	State Emergency (President's Rule)
Article 360	Financial Emergency
Article 361	Protection of President and Governors

	Powers of Parliaments to amend the
Article 368	Constitution.
Article 370	Special provision of J&K.
	Special provision with respect to the State
Article 371A	of Nagaland
	Special Status for Hyderabad-Karnataka
Article 371-J	region
	This Constitution may be called the
Article 393	Constitution of India.

6.27. Amendments Procedure of Constitution

To evolve and change with all changes in the society and environment is a necessity for every constitution. The makers of the Constitution of India laid down a flexible amendment method in respect of its some parts and for several others they provided for a rigid method.

Part XX of the Constitution of India has only one article that is **Article 368** that deals with the amendment of the Constitution. As per this article, Parliament may add, amend or repeal any provision of the constitution as per the procedure laid down for this purpose. However, in the **Kesavanand Bharati Case 1973**, the Supreme Court has ruled that the Parliament cannot amend those provisions which constitute the Basic Structure of the Constitution.

The article 368 provides for three types of amendments:

1. Amendment by simple majority of the parliament:

These bills are passed by both Houses of Parliament by a simple majority of members present and voting.

2. Amendment by special majority of the parliament:

The majority of the provisions in the Constitution need to be amended by a special majority of the Parliament, that is, a majority (that is, more than 50 per cent) of the total membership of each House and a majority of two-thirds of the members of each House present and voting. The expression 'total membership' means the total number of members comprising the House irrespective of fact whether there are vacancies or absentees.

The provisions which can be amended by this way include:

– Fundamental Rights

– Directive Principles of State Policy

– All other provisions which are not covered by the first and third categories.

3. Amendment by special majority of the parliament and the ratification of half of the state legislatures:

Those provisions of the Constitution which are related to the federal structure of the polity can be amended by a special majority of the Parliament and also with the consent of half of the state legislatures by a simple majority.

The provisions which can be amended by this way include:

– Election of the President and its manner.

– Extent of the executive power of the Union and the states.

– Supreme Court and high courts.

– Distribution of legislative powers between the Union and the states.

– Any of the lists in the Seventh Schedule.

– Representation of states in Parliament.

– Power of Parliament to amend the Constitution and its procedure (Article 368 itself).

6.28. Some Important Amendments of the Indian Constitution

7th Amendment (1956) –

States Reorganization Act 1956 on the linguistic basis and abolition of Class A, B, C, D states.

14th Amendment (1962) – Pondicherry incorporated into Indian Union after transfer by France.

26th Amendment (1971) – Abolition of Privy Purse paid to the former ruler of states.

31st Amendment Act (1973) – Increased the elective strength of the Lok Sabha from 525 to 545. Under the Act, the upper limit of representatives of the States goes up from 500 to 525 and that of the Union Territories decreases from 25 to 20.

36th Amendment (1975) – Sikkim included as an Indian State

42nd Amendment Act (1976)- Fundamental Duties Prescribed, It is known as "**mini-Constitution**" or the "Constitution of Indira". It is due to the Forty-second Amendment to the Indian Constitution that India became a Socialist, Secular and Democratic Republic. Changes were made to almost every part of the Constitution which includes the Preamble too. It was enacted during the period of internal emergency. It was passed by Parliament on November 11, 1976 and received Presidential assent on December 18, 1976.

44th Amendment Act (1978) – Right to Property deleted from the list of fundamental rights.

52nd Amendment (1985)- Defection to another party after election made illegal.

55th Amendment Act (1987) – It grants Statehood to Arunachal Pradesh which consequently became the 24th State of the Indian Union.

56th Amendment Act (1987) – It confers Statehood on Goa and forms a new Union Territory of Daman and Diu. Goa thus became the 25th State of the Indian Republic.

61st Amendment (1989) - Voting age reduced from 21 to 18

73rd Amendment (1993) – Introduction of Panchayati Raj and the addition of Part- IX to the Constitution.

74th Amendment (1993) – Introduction of Nagarpalikas and Municipalities

86th Amendment (2002) – Right to Education (Free and compulsory education to children between 6 and 14 years)

101st Amendment (2016) – Introduction of GST, under this amendment, the Goods and Service Tax was introduced in India on July 1, 2017.

6.29. Miscellaneous Information Regarding Polity

- Dr. B. R. Ambedkar is the chairman of Drafting Committee.
- Sarder Vallabhbhai Patel was the chairman of the advisory committee on Fundamental Right.
- First education minister of Govt. of India was Maulana Abul Kalam Azad.
- Advisor of Constitution Assembly was B. N. Rao.
- National Judicial Appointment Commission is declared unconstitutional by Supreme Court.
- Lal Bahadur Shastri National Academy of Administration in Deharadun provides initial training to the civil servants.
- National education day was celebrated 11 November on the birth day of India's first education minister Maulana Abul Kalam Azad.
- One rupee currency bears sign of the finance secretary of India.
- Lord Cornwallis was the father of Indian Civil Service. Waren Hasting first stated the post of District Collector.
- Our honorable ex- president Pranab Mukharjee always discontinued the title "Mahamahim" and "His Honesty".