Foundation and National Bodies of Curriculum

Unit-I
Foundations of Curriculum Planning

Content Structure

A. Introduction.
B. Learning objectives.
C. Purpose of Curriculum.
D. Foundation of Curriculum
E. Philosophical bases of Curriculum.
F. Sociological bases of Curriculum.
G. Psychological bases of Curriculum.
H. Let us sum up.
I. Assignment.
J. Suggested reading.

Unit-I

A. Introduction:

In the previous chapter, we came to know the meaning, concept and definition of Curriculum. But the above definition does not cover all the meaning of Curriculum. It is changing according to the various contexts and situations where different goals and objectives need to be pursued. Many educators advocate the definition of Curriculum that supports a complex network of physical, social, intellectual conditions that shape and reinforce the behavior of individuals, and also emphasize on individuals perception and interpretations of the environment in order to reinforce the learning objectives and to facilitate the evaluation procedures. But this is not sufficient along with the knowledge of concepts and meaning of Curriculum, we should know who the stakeholders in the curriculum are, what are the purposes of Curriculum, how many bases of Curriculum development? So in this unit we are going to discuss the purpose and bases of Curriculum development.

B. <u>Learning objectives:</u>

After going through this unit you will be able to–
1) Understand the purpose of Curriculum development.
2) Know the foundations of Curriculum development.
3) Identify the differences between various bases of Curriculum development.
4) Know the need of Curriculum development.

C. <u>Purpose of Curriculum</u>

If we are going to discuss the purpose of Curriculum then the first question will arise: Whom does it concern? or who are the stakeholders in the curriculum? In this section we will identify groups of stakeholders and look to see what kinds of concerns motivate them to lay claim to the curriculum .These stakeholders are students, parents, teachers, administrators, school board members and outside interest groups.

Students want interesting classes; as they get older they want to deal with things they feel are relevant to their future, free of the major problems of life, e.g. poverty, ill-health, etc. This may mean studying things that get them into the university, if they see this as a stepping stone to future success. They may also want to learn about things and develop relationships with others that help address deeply felt concerns about their identity and the value of living. Some simply want any kind of curriculum that will allow them to pursue their own private agendas instead.

Parents want their children to be well-cared for and taught things they, the parents, esteem. They want the school to teach the students what they, the parents, believe prepares them for the future. Most prefer this to be done in an atmosphere of interest and congeniality. Parents also want to be esteemed for what their children do and become.

Teachers want to enjoy teaching and watching their students develop interests and skills <u>in</u> and esteem for what they, as teachers, esteem. Teachers also want to work at discovering and codifying the effective practices of their profession. They want to enjoy the esteem of their peers. Teachers often belong to subject- matter interest groups who pursue their own goals of securing and enhancing their particular disciplinary interests in the curriculum.

Administrators want to feel they have been instrumental in bringing about school outcomes they esteem. Their relationship to students is often indirect but the concern is there nonetheless. Administrators tend to have a bigger stake in public and peer esteem since, unlike parents, students, and teachers, their future prospects are more dependent upon such esteem. Administrators tend to be more career-oriented than teachers because they are generally not protected by tenure rules and are more removed from the substantial interpersonal rewards and pains that close interaction with students provides.

School board members, since they are not paid for their efforts, tend either to represent outside interest groups, or to pursue relatively indivisible benefits through their participation. There is often a sense of noblesse oblige in that board members come from more comfortable backgrounds than other members of their districts and see their board membership as public

service. There is also a great deal of personal satisfaction and community esteem to be gotten with board membership.

Outside interest groups may have concerns which vary in the pursuit from divisible to indivisible, from positional to absolute benefits. We will see that the most important of these, for understanding the curriculum of the public schools, are the colleges and universities and interest groups within them, the subject-matter interest groups, and certain political and moral movements in our society. In this aspect, Curriculum is considered as a compass of a ship which indicates the right direction to the passenger and helps to attain the ultimate goal.

D. <u>Foundation of Curriculum</u>

The foundations of curriculum mean the bases or the determinations of curriculum. It defines the valid source of information from which are accepted theories, principles and ideas relevant in the field of curriculum. The foundation of the curriculum is based on the perspective of Philosophical, Sociological and Psychological point of view.

E. <u>Philosophical Bases of Curriculum</u>

The kinds of educational objectives which the learners are to achieve may depend much upon the Philosophy of education adhered to by the teachers. The involved learner's Philosophy adds Input into the curriculum. Pressures From the community at large also modify Philosophical thinking pertaining to teaching-learning situations.

There are several Philosophical aspects that influenced curriculum development. Some major aspects are discussed below:

i) <u>Existentialism And The Curriculum</u>

Existentialists tend to emphasize rugged individualism in the curriculum. The involved person chooses and makes decisions in a free environment. Existentialists would say that complete freedom needs to exist for pupils in deciding what to learn (the objectives) and how to learn (activities and experiences). Young learners in general, no more assistance in learning as compared to older pupils. The existentialist teacher attempts to develop a learning environment where pupils increasingly make decisions to determine their destinies.

According to Existentialism, each human being is born and lives his life. He/she did not choose to come into this world. It follows that human beings individually, now, need to determine their own goals. These goals are not given to any one person nor do they come from God. Rather, the involved person by choosing and acting determines his/her own destiny. The consequences involved in the making of decisions can lead to perceived, desirable results. The opposite may also occur-alienation, loneliness, and unhappiness. The natural, social environment does not present rational choices; rather, absurd, ridiculous situations may arise.

The objectives on which Existentialist teachers emphasize:

1) Pupils need to be guided to choose what to learn (objectives), as well as learning activities to achieve the desired ends.
2) There needs to be much pupil/teacher planning in the school/class setting. True input, not manipulation of the learner, needs to be in evidence.
3) Learners need to study and analyze the human dilemma and need to look at the outcomes of these solutions.
4) Pupils with teacher guidance need to notice absurd, ridiculous situations in life.

ii) Idealism And The Curriculum

Idealists believe that one cannot know the real world as it is and as it exists. One can, however, seek and obtain ideas pertaining to reality. The perceiver of the use of the senses obtains ideas only about their phenomena.

To an idealist, ideas are more important than materialistic things. A good teacher can communicate ideas effectively to pupils. Mental and intellectual development of pupils is of utmost importance. Thus knowledge of worthwhile subject matter needs to be acquired by pupils. Each pupil should have access to good education in liberal arts and should acquire vital skills like reading, writing, listening, and speaking. A comprehensive study of history, geography, science, art, music, literature and mathematics must be suitably emphasized in the school curriculum..

Pupils may achieve universal ideas from a quality liberal. arts curriculum, ideas which are enduring and have stood the test of time.

Universal ideas in depth must be sought continuously by the learner. The mind must be creative and flexible to seek universal truths. That which exists in the natural or physical environment does not represent the ultimate reality.

What objectives then an idealist teacher emphasize?

1) Which assists pupils to think critically and creatively?
2) Which reflect vital subject-matter that has endured in space and time?
3) Which emphasizes learning acquired in liberal arts?
4) Which reflect universal content in relating one human being to another involving ethics?
5) That emphasizes individual pupils moving away from being finite to increasingly becoming infinite human beings.

iii) <u>Experimentalism And The Curriculum</u>

Experimentalists believe in experience representing ultimate reality. One can only know that which is experienced in the here and now. What is true today may not be true tomorrow is a key generalization emphasized by experimentalists. Since changes exist in society, new problems arise. These problems need to be identified and solved. The solutions are tentative and subject to testing in actual life situations. What does not work in terms of solutions, needs modification.

Generally, groups of individuals select and attempt to solve identified problems in society. Individual endeavors are needed to implement school curriculum and the curriculum of life. With groups or individuals identifying and attempting to solve problems, interest and purpose are involved in ongoing learning endeavors. Effort put forth comes from inherent interests of problem solvers. Interest and effort are not separated from each other.

Experimentalist teachers might well emphasize objectives such as the following:

1) Problem solving objectives being highly significant;
2) Data gathering from a variety of resources to solve problems;
3) Developing hypotheses in answer to identified problems;
4) Testing and revising hypotheses, if evidence warrants.
5) Change should be continuously in evidence in the curriculum of life.

iv) <u>Realism and the Curriculum</u>

Realist teachers believe that an individual may know reality as it truly is. One does not merely obtain ideas pertaining to the natural or social environment, but each person may actually see, feel, taste, touch, and smell that which is real. An objective reality then exists for each person. The natural or social environment, as it exists, imprints itself upon the mind of the observer. Science and mathematics are two vital curriculum areas for a teacher adhering to realism as a philosophy of education. The natural environment (botany, zoology, physics, chemistry, astronomy, and geology, among others) emphasizes the world of science. Accuracy and precision are vital in the arena of science; thus mathematics can provide numerical descriptions of reality. Other curriculum areas which contain objectified content may well include history, geography, economics, grammar, and even values which have stood the test of time. A realist teacher does not emphasize change in society as experimentalists do.

Realist teachers may then emphasize the following objectives:

1) Pupils should experience, in particular, a quality science and mathematics curriculum.
2) Other curriculum areas also need to receive adequate emphasis in the school or class setting.
3) Pupils should be guided to receive exact content as it truly is in the natural/social environment.

4) Learners need to realize that much of what occurs in the natural environment, in particular, is relatively stable and not subject to continuous change.

v) **Pragmatism and the Curriculum**

The term pragmatism is derived from the Greek word 'Pragma', which means action from which words like practice and practical have been derived. If Idealism speaks of ideas and ideals, Pragmatism is concerned only with facts. It is also called Instrumental and Experimentalism. It is a practical, utilitarian and consequentialism philosophy.

According to a Pragmatist teacher the objectives of Curriculum are:

1) Education should enable the child to learn new techniques to cope up with new situations.
2) Values are created through experimentation.
3) Child learns by doing more than by reflecting.
4) Education is a continuous process. It is a constant, reorganizing or reconstructing of experience.
5) Educational practice has to be experimental.
6) Curriculum should be integrated and activity centered.

vi) **Naturalism and the Curriculum**

The naturalist conceives the curriculum under two stages- earlier stage and later stage. In the earlier stage they prefer to give sensory training as they believe that senses are the gateway of knowledge and the key to experiences. The Montessori schools through their didactic apparatus and the kindergarten schools through Froebel's provide for sensory training. At the later stage, naturalists would like to include in the curriculum such subjects as Physiology, Physical and Natural Sciences, Mathematics and Languages as is necessary to understand the above subjects, Psychology of Child Development, Social Studies, and Anatomy etc.

According to a Naturalist teacher the objectives of Curriculum are:

1) Inductive and observation methods should be introduced in the curriculum.
2) The teachers should tell the children as little as possible and allow them to discover as much as possible.
3) The play way method should be advocated in the curriculum by the teachers.
4) The old traditional and bookish methods should be removed from the curriculum.

F. <u>Sociological Bases of Curriculum</u>

Education, sociologically speaking, is a process of transmission of culture. To the sociologist, culture has a much wider meaning than its popular reference. It refers to the total way of life of a society, Its knowledge, beliefs, attitudes, values, skills and behavior patterns-and not just to what is best or most important in that way of life, or to art, music or literature. Culture, to the sociologist, is a natural term that includes everything that is learned and manmade. Schools are formal institutions specially set up for the preservation and transmission of culture by the society. Schools seek to discharge this function through the curriculum, which is nothing but the sum total of learning experiences provided under its auspices. However, it is neither possible nor desirable to transmit the whole of culture to the successive generations through educational institutions. It is not possible because the schools do not have the required resources and time to do that in view of the vast amount of knowledge, values and skills involved. It is not desirable because the society does not want everything preserved and transmitted, but only those aspects of its culture, which it considers valuable and important. Certain ways of life, certain kinds of knowledge, attitudes, values and beliefs are considered so important by society that their preservation and transmission cannot be left to change or to informal modes. On the contrary, it has to be done systematically through professional teachers and in specially set up institutions, the schools. Some kind of a selection and processing of culture, is thus necessary to determine what aspects of culture should (and what aspects should not) be transmitted and in what form. It is these selected segments of culture that constitute the school-curriculum. Curriculum- planning is about the way these elements are selected and structured. "On what criteria is one to decide what is valuable and worthy of transmission in culture?" "How is one to decide on the priorities?" "And how is one to put them into practice?" are questions that are central to curriculum-planning.

What makes curriculum-planning a very complicated task is the hard fact that no society in the modern world, with the exception of simple, pre-industrial societies, can lay claim to an all-pervading homogeneous culture. On the contrary, the culture of most societies can be described as an intermixing of several different regional or ethnic subcultures, which fuse to some extent but, at the same time, also retain their distinctiveness and individuality. India presents an excellent example of this social phenomenon. It is a vast country inhabited by people belonging to diverse social stocks, cultures, languages, religions and customs. The Indian society is stratified not only on the basis of caste but also on economic class, educational achievement, occupation and sex. The force with which these loyalties draw people to different sub-cultures is great. The problem before the country is how to forge a genuine national sentiment among all its people and bring about emotional and national integration through a national system of education without, in any way, diminishing its cultural variety and richness. In other words, the task before national education is to promote unity in diversity.

Equality of Cultures

A different kind of criticism on the common curriculum takes the form that one subculture or culture is as good or as bad as any other. So, why try to force a common culture on all in a pluralistic society? This is an extreme form of cultural relativity whose educational consequences will be far-reaching. Certain schools have tried to transmit what they have assumed as "culture-free" knowledge, languages, sciences, mathematics, arts and crafts, physical education and so on-which is believed to be needed by one and all for the all round development of one's personality. It is also accepted that those who found it difficult to respond to such curricular treatment, either because of poor home-background or other socio- economic reasons, should be given compensatory education to make up for their cultural disadvantages and deprivations.

Social Class and Curriculum

School curriculum represented a class-free, non-controversial fund of knowledge that was good for all children that came under the fold of the school had till recently been taken for granted. But early school-curriculum has become the target of severe criticism in the context of the ideals of social justice and equalization of opportunity, the charge against it being that it is invariably conceived in narrow middle class terms and therefore acts against the interests of the children coming from impoverished lower socio-economic classes.

Radical thinkers like Ivan Illich, Everett Reimer and Paulo Freire have taken up cudgels against schools for their bias in favor of middle class and white collar attitudes and their denigration of the attitudes and values associated with the poor. So Reimer, commenting about the Latin American dropout children, says that although they failed to learn to read "they did learn, however, how unsuited they were to school, how poor their clothing was, how bad their manners were, how stupid they were in comparison with those who went on to higher grades."

Social Learning

How the social class factors affect the school achievement unfavorably of children, especially of the unskilled working classes-has been brought out by many studies. The most well known of these is Basil Bernstein's work in social learning. Bernstein's main finding was that since a child learns his social structure through its language, spoken language powerfully conditions what is learned and how it is learned and so influences his future learning.

A middle class child, Bernstein points out, is capable of responding to, manipulating, and understanding a public language that is structured to mediate relatively explicitly individualized qualifications, as a result of his socio-cultural environment. Because of the different structuring of the lower working-class child's environment, he is limited to a public language only. This radically narrows the extent and type of his object relationships.

The Sociology of Knowledge

Education is essentially concerned with the transmission of knowledge. It was taken for granted that knowledge forms which the school sought to transmit through its curriculum-the sciences, arts, history, mathematics and such other disciplines-derived their validity from purely epistemological considerations and had nothing whatsoever to do with social factors. However, during recent times, the whole question of knowledge and curriculum has received a thorough shake-up by a section of educational sociologists who have questioned the 'neutrality' of school-knowledge and called attention to its social dimensions.

G. Psychological Bases Of Curriculum

Curriculum, as we have already noted, is a set of learning activities and experiences designed to achieve specified educational objectives and curriculum planning, an exercise involving selection and organization of these activities in such a way that they are geared to the achievement of the objectives within the time and resources available in the school. Naturally, therefore, knowledge of the nature of the learner and of the learning process and the conditions facilitating optimum learning constitutes an important factor-in addition the philosophical and sociological already discussed before -for taking sound curriculum-decisions. For example, what the teacher gives cannot be answered without relevant knowledge about child-development.

The Process of Human Learning

The problem of how human beings learn has been a favorite problem of the psychologists since the early days of psychology and has brought forth various kinds of answers. The theory of mental discipline or faculty-psychology, the earliest of the learning theories, was based on the postulate that the mind was composed of distinct faculties-of reasoning, remembering, imagining and so on-which could be trained separately and developed with constant exercise. Such a theory resulted in a view of curriculum, which justified the inclusion of certain hard subjects solely on the ground of their being the best trainers of mind. Later, various other learning theories emerged which can be broadly grouped into two: the associationist or behaviorist theory and the organismic, Gestalt or the field theory. The behaviorist theory was based on a view of man as a collection of responses to specific stimuli. Man learns either by association or connection between contiguous events or by trial and error and conditioning. This theory underplayed the higher mental functions like thinking and insight and concentrated only on lower levels of learning like skill-learning and memorizing. The organismic theories assumed that cognitive processes-insight, intelligence and organization-are the fundamental characteristics of human response to any learning situation. Man learns in part by reacting to selectively organized stimuli and in part by creating new organized wholes. Man is not passive in the face of external stimuli but is an active agent, who learns by seeing relationships between the parts and organizing them into a whole. These theories also imply that in learning the emphasis must be on cognitive

process rather than on specific product, on the understanding of principles rather than on meaningless practice.

Human Development and Curriculum

The idea that growth and development are gradual and continuous and that development stages occur in a fairly orderly sequence is now universally accepted. Another important idea is the interrelationship among areas of development-physical, social emotional and mental. These inter- relationships are many and the pattern shifts during growth. No individual develops evenly. The unevenness becomes a source of additional difficulties when cultural expectations assume an even development. This is a fact which is of great significance in curriculum planning.

The idea of sequential development has also given the concepts of readiness and pacing. Certain minimum levels of maturity are necessary before certain subjects can be taught efficiently; effective teaching involves pacing teaching to child's maturity. It should not be too early, too much or too fast. This principle has greatly influenced the arrangement and presentation of curriculum content.

Cognitive Development

 Development, as has been noted before, has several dimensions to it-physical, social, emotional, intellectual and so on. Of these, intellectual or mental development is of critical concern to the school, as development of knowledge and understanding constitutes the most important objective of school-curriculum.

The application of these findings is best seen in some of the modern-curriculum projects which have attempted to present the basic ideas of the different disciplines in the thought-forms of children and gradually deepen their understanding of them by enabling them to use them in progressively more complex forms. The spiral curriculum begins with the teaching of the various disciplines but with an intuitive grasp of ideas and use of them and revisits these basic ideas repeatedly as it develops, building upon them until the student has grasped the full formal apparatus that goes with them. The important lesson for curriculum-planning is that curriculum should be built around the great issues, principles and values that a society deems worthy of the continual concern of its members. It should have continuity and development.

Transfer of learning

Formal education is based on the premise that whatever is taught and learnt in the school gets transferred over to life-situations and proves to be of functional value to the student. School-curricula must, therefore, lay stress on such content as will promise maximum transfer and develop a knowledge and understanding of matters, which lie beyond what is taught directly.

All theories of learning make assumptions about transfer but different views are held as to how transfer takes place**. One view** holds that the study of certain subjects assures a general and automatic transfer. It was believed, for example, that the study of Latin improved intelligence, that of mathematics, logical reasoning and so on. This view influenced curriculum-selection a great deal in the past and is still an influential force as can be seen by the advocacy of inclusion of this or that subject on the ground that the subject under question trained this or that power of the mind. According to the **second view**, transfer is not automatic but is possible only if there are identical elements in the content involved or in the process of training. The emphasis in curriculum, therefore, should be on the teaching of specific knowledge and skills and not on abstract subject matter and general under- standing. **A third view** of transfer holds that transfer occurs not by means of specific identical elements but through generalization of the content or of the methods employed in the learning of that content. **The last mentioned view** of transfer is backed by the cognitive field theories of learning and constitutes a major influence on modern curriculum- practice. Modern curricula are organized on the principle that understanding of general principles is the key to transfer of learning and that positive transfer depends both on how and what an individual learns.

H. <u>Sum Up:</u>

Curriculum is a medium through which child gain learning experience in institution

Curriculum is based on the needs of people.

The foundation of Curriculum defines the valid source of information from theories, principles and ideas which are related to the field of Curriculum.

The foundation of the curriculum is based on the perspective of Philosophical, Sociological and Psychological point of view.

The Philosophy of education influences our educational decisions and has a great impact on curriculum formation.

Education is the process that takes place in society. So society plays a vital role in curriculum formation.

Selection of Curriculum content and its organization are based on various theories of psychology. It is agreed by all that the curriculum should be formulated on the basis of learning theories, motivation and ability of the learners.

I. <u>Assignments</u>

1) What is Curriculum? What are the purposes of Curriculum?
2) Discuss the Philosophical Bases of Curriculum.
3) Explain the Sociological Foundations of Curriculum with examples.
4) Discuss the Psychological Determinants of Curriculum.

J. <u>Suggested Reading</u>

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8) https://www.monash.edu/study/why-choose-monash/information-for-parents/the-benefits-of-university-education.
9) https://ivypanda.com/essays/roles-of-universities-in-education-and-society/
10) https://www.oecd.org/education/skills-beyond-school/Benchmarking%20Report.pdf
11) https://www.slideshare.net/valarpink/bases-of-curriculum
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Unit-II

Benchmarking and role of national level statutory bodies

Content Structure

A. **Introduction.**
B. **Learning objectives.**
C. **Benchmarking.**
D. **National level statutory bodies.**
E. **University Grants Commission (U.G.C.).**
F. **Role of U.G.C. in curriculum development.**
G. **National Council for Teacher Education (N.C.T.E.).**
H. **Role of N.C.T.E. in curriculum development.**
I. **Universities in India.**
J. **Role of Universities in curriculum development.**
K. **Let us sum up.**
L. **Assignment.**
M. **Suggested reading.**

Unit-II

A. Introduction

There is detailed discussion about the meaning, bases, needs, purposes and the stakeholder of Curriculum. The curriculum is an important aspect for all who set goals in their life and want to achieve this goal. Curriculum helps them to achieve their goal. In fact curriculum is a medium through which everyone achieves their goal. After discussion all the aspect of Curriculum, we are going to discuss about the tools for evaluation of Curriculum, National statutory bodies who play a vital role for curriculum development like University Grant Commission (U.G.C), National Council for teacher education (N.C.T.E), Universities etc.

B. Learning Objectives

After reviewing this chapter students

1) Understand the meaning and purpose of benchmarking.

2) Can use the benchmarking in all sectors.

3) Know the rule of U.G.C. And N.C.T.E. in curriculum development.

4) Understand the importance of universities in curriculum development.

C. <u>Benchmarking</u>

Benchmarking means evaluation or checking something by comparison with a standard. It derives from the term benchmark, which means the observed performance of a higher education system to which other higher education systems can compare themselves and a surveyor's mark used as a reference point in measuring attitudes. It is a tool for assessing and comparing performance in order to achieve continuous improvement. Benchmarking is the process of comparing higher education systems, including policies, practices and outcomes, to enable countries to identify strengths and weaknesses in their higher education systems; learn from each other; and improve the performance of their higher education systems.

Benchmarking and benchmark assessments help educators establish based practice for teaching and learning, compare students to one another in terms of achievement and rank schools in terms of achievements. Benchmarking allows educators to identify students' strengths and weaknesses, which can then inform their future instruction.

Benchmarking Enable comparisons across agreed dimensions of performance of higher education systems; Identify strengths and weaknesses of each country's higher education system; provide a basis for peer learning and provide a basis for developing strategies for improvements in the performance of higher education systems.

The benchmarking project will use quantitative data and qualitative information across a range of performance dimensions set within the overarching conceptual framework. Data and information will be used to capture: the economic, social and cultural context within which the higher education systems operate; their structure, organization and governance arrangements; their major higher education policies and implementation mechanisms; and system performance. Both quantitative and qualitative information will be collected from participating countries to provide a description of the contextual environment, the higher education systems and their performance.

Robert Camp (1989) wrote one of the earliest books named *"Benchmarking: The Search for Industry Best Practices that Lead to Superior Performance''* on benchmarking.

In today's highly competitive, rapidly changing global economy, organizations have been compelled to consider and implement a wider variety of innovative management philosophies and techniques. Benchmarking as a technique has been attracting considerable attention for its effectiveness (Yasin, 2002; Sisson et al., 2003; Rohlfer, 2004; Anderson and McAdam, 2004; Huq et al., 2008; Likierman, 2009). Benchmarking is a tool commonly used while firms compete with each other. In our daily lives, we use benchmarking for various aspects like, which is the best cricket team, which is the best car? etc.

According to **Kempner,** "Benchmarking is an ongoing, systematic process for measuring and comparing the work process of an organisation to those of another, by bringing an external focus to internal activities, functions or operations".

According to **Leibfried and Mcnair,** "benchmarking is analogous to the human learning process and it has been described as a method of teaching an institution how to improve".

In higher education system generally three kinds of benchmarking are used:

Metric benchmarking: Metric benchmarking will be used to present performance information so that countries can identify the strengths and weaknesses within their own higher education systems and compare their performance against other countries. This approach contrasts with conventional metric benchmarking where an organization establishes how well it is performing relative to a benchmark 'target'.

Practice benchmarking: Information on higher education practices (or activities) will be presented to enable the comparison of higher education system performance and a better understanding of the reasons behind the performance. This approach will identify which practices produce better outcomes and help countries share new ideas and practices.

Policy benchmarking: Government policy is a key driver of the performance of higher education systems. The comparison of policies between different systems has the potential to lead to a better understanding of the linkages between policy and outcomes, generating learning and the development of new policies for improved performance.

Apart from all the above, there are several types of benchmarking i.e. internal, external, performance and practice.

1. **Performance benchmarking** involves gathering and comparing quantitative data (i.e., measures or key performance indicators). Performance benchmarking is usually the first step organizations take to identify performance gaps.

2. **Practice benchmarking** involves gathering and comparing qualitative information about how an activity is conducted through people, processes, and technology.

3. **Internal benchmarking** compares metrics (performance benchmarking) and/or practices (practice benchmarking) from different units, product lines, departments, programs, geographies, etc., within the organization. Internal benchmarking is a good starting point to understand the current standard of business performance. Sustained internal benchmarking applies mainly to large organizations where certain areas of the business are more efficient than others.

4. **External benchmarking** compares metrics and/or practices of one organization to one or many others.

However, despite the prevalence of various benchmarking instruments in higher education at either institutional or system level, there are no standard definitions for many of the terms used in benchmarking and they can have different meanings and be used in different ways. More importantly, our approach is not to develop a ranking of higher education systems. Instead, the benchmarking higher education system performance project will present data and information that countries can use to identify the strengths and weaknesses of their higher education systems and compare their performance against other countries in order to learn from each other.

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D. National Level Statutory Bodies

Statutory body means an organization with the authority to check that the activities of an organization are legal and follow official rules.

There are several National level statutory bodies in India for higher education. They are created by an act of parliament .They are called statutory since statutes are laws made by the Parliament or the Legislature. Since these bodies derive their power from statutes or laws made by the parliament they are known as statutory bodies these are as follows:

E. University Grants Commission (U.G.C.)

The UGC was first formed in 1945 to oversee the work of the three Central Universities of Aligarh, Banaras and Delhi. Its responsibility was extended in 1947 to cover all Indian universities. In August 1949 a recommendation was made to reconstitute the UGC along similar lines to the University Grants Committee of the United Kingdom. This recommendation was made by the University Education Commission of 1948–1949 which was set up under the chairmanship of S. Radhakrishnan "to report on Indian university education and suggest improvements and extensions". In 1952 the government decided that all grants to universities and higher learning institutions should be handled by the U.G.C. Subsequently, an inauguration was held on 28 December 1953 by Maulana Abul Kalam Azad, the Minister of Education, Natural Resources and Scientific Research. The University Grants Commission (U.G.C) came into existence on 28th December, 1953 and became a statutory Organization of the Government of India by an Act of Parliament in 1956, for the coordination, determination and maintenance of standards of teaching, examination and research in university education. In November 1956 the U.G.C became a statutory body upon the passing of the "University Grants Commission Act, 1956" by the Indian Parliament. In 1994 and 1995 the UGC decentralized its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The head office of the U.G.C is located at Bahadur Shah Zafar Marg in New Delhi, with two additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi as well.

In December 2015 the Indian government set a National Institutional of Ranking Framework under U.G.C which will rank all educational institutes by April 2016. In February 2022 M

Jagadesh Kumar was appointed as the chairman of the U.G.C,a professor in the Department of Electrical Engineering at IIT Delhi and former VC of JNU.

F. Role of U.G.C. in curriculum development

1) It gives the suggestion to integrate courses with undergraduate and Postgraduate courses in other disciplines.
2) It upgrade the curriculum in various subject at the undergraduate and postgraduate levels
3) It advises the central government and state governments on the measures for the improvement of University education
4) U.G.C. provides various fellowships and scholarships to the students.
5) It gives students the opportunity to choose optional subjects at both undergraduate and postgraduate levels by providing a C.B.C.S. system.
6) It works in coordination with N.C.T.E. towards curriculum development.
7) It introduces a Bachelor of Education (B.Ed.) programme for participation of effective secondary school teachers.
8) The postgraduate programme Master of Education (M.Ed.) must prepare specialists in all aspects of school education.
9) For the development of Curriculum the committees for each subject is constituted.
10) It organizes training programs, workshop seminars and conferences.
11) It monitors its 24 hours educational channel V.Y.A.S. through which it imparts education to students from various streams.

G. National Council for Teacher Education (N.C.T.E.)

National Council For Teacher Education (N.C.T.E) is a statutory body of Indian government set up under the National Council for Teacher Education Act, 1993 on 17th August 1995.But before came into existence as a statutory body N.C.T.E was an advisory body for the central and state governments of India on all matters related to teacher education with the teacher education department of National Council Of Educational Research and Training (N.C.E.R.T.) since 1973.

There are several programme are running under N.C.T.E. These are:

- Diploma in early childhood education programme leading to Diploma in Pre-school Education (DPSE).

- Elementary teacher education programmes leading to Diploma in Elementary Education (D.El.ED).

- Bachelor of elementary education programme leading to Bachelor of elementary education (B.El.ED) degree.

- Bachelor of Education Programme leading to bachelore of education (B.Ed) degree.

- Master of Education Programme leading to Master of education (M.Ed) degree.

- Diploma in Physical Education Programmes leading to Diploma in Physical Education (D.P.Ed).

- Bachelor of Physical Education Programmes leading to Bachelor of Physical Education (B.P.Ed) Degree.

- Master of Physical Education Programmes leading to Master of Physical Education (M.P.Ed) Degree.

- Diploma in elementary education programmes through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed).

- Bachelor of education programmes through Open and Distance Learning System leading to Bachelor of Education (B.Ed) Degree.

- Diploma in Arts Education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts).

- Diploma in Arts Education (Performing Arts) programme leading to Diploma in Arts Education (Performing Arts).

- 4-yr integrated programme leading to B.A.B.Ed/B.Sc.B.Ed Degree.

- Bachelor of Education Programme 3-yr (Part-Time) leading to Bachelor of Education (B.Ed) Degree.

- 3-yr integrated programme leading to B.Ed.M.Ed.(Integrated) Degree.

The headquarter of N.C.T.E. is situated at New Delhi and it has four regional committees:

i) Eastern Regional Committee

Arunachal, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Sikkim, Tripura, West Bengal.

ii) Northern Regional Committee

Chandigarh, Delhi, Haryana, Himachal Pradesh, Punjab, Uttar Pradesh, Uttrakhand, Jammu and Kashmir, and Ladakh

iii) Southern Regional Committee

Andhra Pradesh, Tamil Nadu, Telangana, Karnataka, Lakshadeep, Puducherry, Kerala, Andaman and Nicobar.

iv) <u>Western Regional Committee</u>

Gujarat, Chhattisgarh, Rajasthan, Goa, Dadra Nagar Haveli, Daman and Diu, Maharashtra, Madhya Pradesh.

H. <u>Role of N.C.T.E. in curriculum development</u>

1) To achieve planned and coordinated development of the teacher education system throughout the country; regulate proper maintenance of norms and standards in the teacher education system and for matters connected therewith.
2) To Undertake, promote and coordinate research in the area related to school education, prepare and publish model textbooks, supplementary material, newsletters, journals and develops educational kits, multimedia and digital materials.
3) Making recommendations to the central and state governments, universities, UGC and its recognized institutions in matters of preparing plans and programmers for teacher education.
4) It specifies course content and mode of Curriculum for any courses or training in teacher education.
5) It brings necessary changes in curriculum from time to time.
6) N.C.T.E monitors teacher education and reform guidelines about minimum qualifications for a teacher, examination rule, and compliance by recognized institutions for starting new courses or training.
7) It examines and reviews the implementation of the norms, guidelines and Standards lay down by the Council.

8) It lays downs guidelines for the provision of physical and infrastructural facilities, staffing pattern etc. for the compliance by recognized institutions.

9) It takes up necessary steps for the prevention of the commercialization of teacher education.

10) Undertake surveys and studies pertaining to all aspects of the teacher education and publish the corresponding results.

I. <u>Universities in India.</u>

Universities play an important role as leaders in teaching and learning, in education, research and technology. Teaching activities provide the professional training for high level jobs as well

as the education necessary for the development of the personality. Universities should equip students with knowledge and skill in order to transform them into professional who are capable of handling different responsibilities and challenges. Universities builds initiative and leadership skills that can be used to excel in life. Universities encourage creative and independent thoughts and expose them to other culture and background. University education should create prepared mind, contribute towards societal development through research and innovation, promote global development, enhance personal and economic growth, and promote responsible citizenship.

There are four types of universities regulated by the UGC:

Central universities, or Union universities, are established by an act of parliament and are under the purview of the Department of Higher Education in the Ministry of Education. As of 18 October 2022, the list of central universities published by the UGC includes 55 central universities.

State universities are run by the state government of each of the states and territories of India and are usually established by a local legislative assembly act. As of 23 August 2022, the UGC lists 456 state universities. The oldest establishment date listed by the UGC is 1857, shared by the University of Mumbai, the University of Madras and the University of Calcutta. Most State Universities are affiliating universities in that they administer many affiliated colleges (many located in very small towns) that typically offer a range of undergraduate courses, but may also offer post-graduate courses. More established colleges may even offer PhD programs in some departments with the approval of the affiliating university.

Deemed university, or "Deemed to be University", is a status of autonomy granted by the Department of Higher Education on the advice of the UGC, under Section 3 of the UGC Act. as of 24 August 2022, the UGC lists 50 Institutions as Deemed to be Universities included under Section 12(B) of the UGC Act, 1956.According to this list, the first institute to be granted deemed university status was Indian Institute of Science, which was granted this status on 12 May 1958. In many cases, the same listing by the UGC covers several institutes. For example, the listing for Homi Bhabha National Institute covers the Institute of Mathematical Sciences, the Indira Gandhi Centre for Atomic Research and other institutes.

Private universities are approved by the UGC. They can grant degrees but they are not allowed to have off-campus affiliated colleges. As of 23 August 2022, the UGC list of private universities lists 421 universities.

J. <u>Role of Universities in curriculum development</u>

Some major functions of universities in curriculum development are as follows:

1) Universities linked curriculum with life situations.
2) Curriculum should be changed every year if not possible every three years.
3) Universities help students for distance learning by giving accession to the study materials electronically.

4) Universities collaborate with community colleges and ensure that the study materials are suitable for students.
5) Universities collaborate with members of community colleges to maintain the equality of Study materials and remove discrimination.
6) Universities impart Choice Based Credit System in curriculum and accept semesterisation in curriculum.

K. Sum Up

Benchmarking is important both conceptually and practically.

It is used for improving an administrative process as well as an instructional model of colleges and Universities by examining processes.

Statutory body means and organization with the authority to check that the activities of organization are legal and follow official rules

There are several National level statutory bodies in India for higher education and these are U.G.C., N.C.T.E, N.C.E.R.T., N.C.F.T.E. etc.

University Grant Commission plays vital role for curriculum development. It creates, collaborates and reframes curriculum at undergraduate or postgraduate level.

National Council for Teacher Education (N.C.T.E.) established teacher education in composite institutions.

Universities collaborate with the community colleges for the improvement of Curriculum development process.

L. Assignment

1) Discuss the meaning, concept and types of benchmarking in detail.
2) In which year the University Grants Commission was established? What is the role of U.G.C. in curriculum development?
3) Explain the role of N.C.T.E. in curriculum development.
4) Discuss the role of Universities in curriculum development.

M. Suggested Reading

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