

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2B (DSE-2B) PRIMARY EDUCATION IN INDIA

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
PRIMARY EDUCATION IN INDIA DSE -2B	4	3	1	-	Completed 4 Core Courses in Education	• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- Discuss the relationship among the different levels of education in India and the status of primary education in it.
- Understand the development of primary education in India and the need for Universalisation of primary Education
- To describe the constitutional provisions, educational policies, and curriculum frameworks in understanding the context and status of primary education in India.

Learning Outcomes

After completion of the course, student will be able to:

- Critically reflect on the various policy documents towards the historical development of primary education in India.
- Analyse the guiding principles in the universalisation of primary education and the challenges to SarvaShikshaAbhiyaan (SSA) scheme.
- Explain the quality concerns in the context of teaching and learning at the primary level of education in India.

Syllabus DSE-2B

45 Hours


Head/Dean
 विभागाध्यक्ष एवं संकाय अध्यक्ष
 शिक्षा विभाग/Deptt. of Education
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Unit 1 Development of Primary Education in India

(18 Hours)

- Primary Education in India's Educational structure; Schools in India: types and affiliation; The Constitutional provisions; The Right to Free and Compulsory Education Act 2009
- Recommendations of Educational Policies: National Policy on Education (1968); National Policy on Education (1986) and its Programme of Action (1992); and National Education Policy (2020).
- Role of centre government for guiding policy, national initiatives, and responsibilities of state governments- Ministry of Education (NCERT), Ministry of social justice and empowerment (RCI), State Department of education (SCERTs), District level (DIETs, BRC, CRC)
- Decentralization of authority- Role of Panchayati Raj Institutions, Urban local bodies, School management Committees
- International Agencies: UNICEF, UNESCO, WHO

Unit 2: Programmes in Primary Education and their Implementation (14 Hours)

- National Curriculum Frameworks for school education- 1975, 1986, 2000, 2005.
- Centrally and state sponsored schemes and projects: Assumptions, implementation, and impact on enrolment and quality in primary education.
- Centrally sponsored schemes- IEDC (Integrated Education for Disable Children, 1974), Operation Black board, MLL (Minimum Levels of Learning), DPEP (District Primary Education Programme), KGBV (Kasturba Gandhi Balika Vidyalaya), SSA (SarvaShikshaAbhiyaan), Mid-day meal scheme
- State Projects – LokJumbhish, Nali Kali, ShikshaKarmi

Unit 3: Curriculum, Pedagogy, Assessment and Inclusion in Primary Education

(13 Hours)

- Principles of curriculum development at primary level: relevance, contextual, integration
- Pedagogy at Primary level: flexibility, child centred, joyful
- Assessment at Primary level: CCE, school based assessment
- Inclusion: Need, concept, Challenges of bringing all children to same school
- Professional Development of Teachers at primary level

Practicum/ Suggested Projects / Assignments (Any Two)

Students are expected to engage with any two of the following or such similar activities:

- Collaborative group project to compare various curriculum frameworks with reference to primary education

- Visit to different types of primary school, observe and document in detail the setting, overall learning environment, teaching-learning pedagogies, assessment strategies, facilities available in school.
- Design a weekly plan for teaching –learning of primary school children for any concept keeping the principles of curriculum in mind.
- Conduct a survey/interview with primary school teachers about their role and responsibilities in the school, expectation of students and their parents, and their job satisfaction.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Ghosh, S. C. (2007). History of education in India. Delhi: Rawat Publications.
- Narulla & Naik (2000). A Student's History of Education in India. New Delhi: Macmillan India Ltd. Also available in Hindi
- PROBE (1999) Public report on basic education in India. New Delhi: Oxford University Press.

Policies and Documents

- Government of India (2009). *The right of children to free and compulsory education act, 2009*. The Gazette of India: Extraordinary. (Part II, Sec 1. August). https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf
- Government of India (2020). *National education policy 2020*. Ministry of Human Resource Development. New Delhi: Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Government of India (1992). *Programme of action*. Ministry of Human Resource development. <http://14.139.60.153/bitstream/123456789/372/1/Policy-programme%20of%20Action%201992%20Final%20.pdf>
- MHRD, GoI. (1986). National Policy on Education, 1986. New Delhi: GoI.
- MHRD, GoI. (1992). National Policy on Education 1986: Programme of Action 1992. New Delhi: GoI.
- MHRD, GoI. (2020). National Education Policy projects/ assignments. 2020. New Delhi: GoI.
- Ministry of Education, GoI. (1966). Report of the Education Commission (1964-66): Education and National Development. New Delhi: MoE.
- Ministry of Education, Government of India (1968). National Policy on Education, 1968. New Delhi: GoI.
- National Council of Educational Research and Training. (2005). *National Curriculum Framework -2005*. New Delhi: NCERT.
- National Council of Educational Research and Training. (2006). *Position Paper on Early childhood education*. New Delhi: NCERT.

Audio-Visual Material:

- Stanley kaDabba. 2011. Amole Gupte
- TaareZameen Par. 2007. Directed by Aamir Khan.
- I am Kalam. 2010. Directed by NilaMadhab Panda.

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination. Examination Scheme and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Key words

Primary Education, Pre-service, Continuous Professional Development, Educational Policies, National Curriculum Framework.

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