

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2C (DSE-2C) SECONDARY 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		
Secondary Education in India DSE -2C	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 secondary education in it.
- Understand the development of secondary education and the organisation of Universalisation of Secondary Education (RMSA).
- To describe the constitutional provisions and educational policies in understanding the context and status of secondary 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 secondary education in India.
- Analyse the guiding principles in the Universalisation of Secondary Education (RMSA) and the challenges to RMSA scheme.
- Explain the quality concerns in the context of teaching and learning at the secondary level of education in India.

Syllabus DSE-2C

45 Hours


Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष
शिक्षा विभाग/Deptt. of Education
दिल्ली विश्वविद्यालय
University of Delhi, Delhi-110007



Unit I: Development of Secondary Education in India

(18 Hours)

- Secondary Education in India's Educational structure; Schools in India: types and affiliation; The Constitutional provisions
- Recommendations of Major Commissions and Committee Reports in shaping the secondary education - Mudaliar Commission (1953), Kothari Commission (1964-66), NEP (1986) and revised PoA (1992), NEP (2020)
- Educational Policies- National Policy on Education (1968); National Policy on Education (1986); Revised National Policy on Education (1992) and its Programme of Action; and National Education Policy (2020).

Unit 2: Curricular Frameworks and Universalisation of Secondary Education. (14 Hours)

- National Curriculum Frameworks for school education- 1975, 1986, 2000, 2005.
- Guiding principles of Rashtriya Madhyamik Shiksha Aayog (RMSA) - universal access, equality, quality and equity
- Curricular and structural aspects; major challenges.

Unit 3: Continuous Professional Development

(13 Hours)

- Continuous Professional Development of Secondary level teachers
- Innovation in secondary education; Indicators of quality, Learner Outcomes
- NCERT, SCERT, NCTE, CBSE, NIOS

Practicum/ Suggested Projects / Assignments (Any Two)

- Collaborative Group project to analyse the secondary education related content from educational policies and understand the development of teacher education in India and related issues.
- Compare the teacher education curriculum frameworks
- Critical report on changes in school education since the implementation of RMSA.
- Visit to different types of secondary schools and preparation of school profile.
- **Note:** On the basis of the above, the teacher may design his/her own relevant

Essential/ Recommended Readings

- Ghosh, S. C. (2007). *History of education in India*. Delhi: Rawat Publications.
- Ministry of Education, GoI. (1952-53). *Report of the Secondary Education Commission*. New Delhi: MoE.
- Ministry of Education, GoI. (1968). *National Policy on Education, 1968*. New Delhi: GoI.
- MHRD, GoI. (1986). *National Policy on Education, 1986*. New Delhi: GoI.
- MHRD, GoI. (2020). *National Education Policy projects/ assignments. 2020*. New Delhi: GoI.
- Narulla & Naik (2000). *A Student's History of Education in India*. New Delhi: Macmillan India Ltd. Also available in Hindi

Additional Readings

- Ministry of Education, GoI. (1966). *Report of the Education Commission (1964-66): Education and National Development*. New Delhi: MoE.
- MHRD, GoI. (1998). *National Policy on Education 1986 (As modified in 1992)*. New Delhi: GoI.
- MHRD, GoI. (1992). *National Policy on Education 1986: Programme of Action 1992*. New Delhi: GoI.
- PROBE (1999). *Public Report on Basic Education in India*. New Delhi: Oxford University Press.

Audio Visual Material: Across Units

1. To Sir with Love. 1967. Film – Directed by James Clavell.
2. Stand and Deliver. 1998. Directed by Ramón Menéndez.

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.

Key words

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

Note: Examination Scheme and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

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