

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2D (DSE-2D) HIGHER 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		
Higher Education in India DSE -2D	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 higher education in it.
- Understand the development and various strands of higher education in India.
- To describe the constitutional provisions and educational policies in understanding the context and status of higher 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 higher education in India.
- Analyse the different strands and the challenges in higher education.
- Explain the quality concerns in the context of teaching and learning at the higher level of education in India.

Syllabus DSE-2C

45 Hours


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



Unit I: Development of Higher Education in India

(18 Hours)

- Higher Education in India's Educational Structure; Higher Education Institutions in India: Aims, Types and Affiliation; The Constitutional provisions Higher Education: Historical Perspective and societal linkages Globalisation in Higher education
- Recommendations of Major Commissions and Committee Reports in Shaping the Higher Education – Radhakrishnan Commission (1948), Kothari Commission (1964-66), NEP (1986) and Revised PoA (1992),
- 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 and Structural Aspects of Higher Education (14 Hours)

- Universal Access, Quality and Equity in Higher Education;
- UGC, NCTE, AICTE, NAAC, HECI
- The Economics of Higher Education: Access and Competition; Globalisation in Higher Education

Unit 3: Continuous Professional Development (13 Hours)

- Continuous Professional Development of Higher Education Teachers
- Innovation in Higher Education; Learner Outcomes; Trends in Research
- Student Affairs, Leadership - Major Challenges

Practicum/ Suggested Projects / Assignments (Any Two)

- Collaborative Group project to analyse the higher education related content from educational policies and understand the development of higher education in India and related issues.
- Illustrate upon the structure and organisation of higher education in India.
- Critical report on changes in higher education since India's independence.
- Visit any three types of higher education institutes and prepare a comparative flow chart on different aspects of student affairs.
- Construct a profile of an Indian college student.

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

Essential/ Recommended Readings

- Deshpande, H.V. (2020). *Higher Education in India: New Perceptions and Perspectives*. Chennai: Notion Press.
- Ghosh, S. C. (2007). *History of Education in India*. Delhi: Rawat Publications.



- 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
- Tilak, J.B.G. (2013). *Higher Education in India-In search of equality, quality and quantity*. New Delhi: Orient Blackswan.

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.

Audio Visual Material: Across Units

3. To Sir with Love. 1967. Film – Directed by James Clavell.
4. Three Idiots. 2009. Directed by Rajkumar Hirani.

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

Higher Education, Continuous Professional Development, Educational Policies.

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



Head/Dean

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