

Category III

B.A. Programme Courses for Undergraduate Programme of study with Education discipline as one of the Core Disciplines as non-Major or Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE – 7 (DSC-7): EDUCATION IN INDIA: POLICY AND PRACTICE

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		
EDUCATION IN INDIA: POLICY AND PRACTICE DSC 7	4	3	1	-	Class XIIth Pass	No Pre-requisite

Learning Objectives

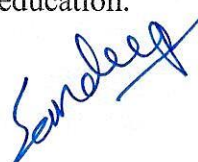
The learning objectives of the course are as follows

- To provide an overview of educational policy and practices that have influenced development of school and higher education in India.
- To introduce significant perspectives and processes of educational policy making and planning in the country.
- To gain an insight about institutions of school education and Higher Education in India and also the programmes and schemes that have influenced educational access and opportunities.

Learning Outcomes

On Completion of the course, learners are expected to:

- build a critical understanding about major policies of education in India
- develop familiarity with indicators of educational development
- describe different educational systems at the school and higher education level
- identify problems, challenges and issues at different levels of education.



- understand the role of regulatory bodies at different levels of education
- examine global changes that impact education

SYLLABUS OF DSC- 7

Unit I: Understanding Educational Policy in India

(12 hours)

- Overview of policies in India; National Policy of Education, 1968, National Policy of Education 1986, Programme of Action 1992
- Educational planning in India and financing: Indicators of Education - GER, NER, Pupil-Teacher ratio

Unit II: School Education in India

(18 hours)

- Common School System: Kothari Commission Report and Vision of Common Schooling
- Systems of Schools: Types and Affiliation, Public, Private, Central, State Government, Aided and Schools run by Autonomous Bodies.
- Issues of regulation of private schools.
- The role of various national, state and local level bodies in school education like National Council for Educational Research and Training (NCERT), State Council of Educational Research and Training (SCERT), DIETs, NIOS, Boards of Education: National, International and State Boards.
- Important Government Initiatives: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiya (RMSA), Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Samagra Shiksha, Mid-day Meal Program (Space for eating Together).

Unit III: Higher Education in India

(15 hours)

- Issues in Higher Education: Access, Equity, Relevance, Quality
- Challenges of quality and regulations in Higher Education-- The role of University Grants Commission (UGC) and National Assessment and Accreditation Council (NAAC)
- Types of Universities: Central, State, Private; Open and Deemed
- Contemporary Issues: Role of the global market; GATS in education.

Suggested Projects /Assignments

5. Build a perspective from data on education of specific social groups (girls, Dalit, tribal, disability) from Census, DISE, Select Education Statistics, and All India Education Survey Report (NCERT) regarding access to education, enrolment-retention at various levels of education and achievement of students.
6. Detailed Study of midday meal scheme (www.righttofoodindia.org) or any other school linked schemes of the Central Government.
7. Examine any course offered to students through franchising or joint ventures of trans national institutions.



8. Prepare a report on schemes that are currently operational in government schools introduced for welfare of children in last five years.

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

Essential Readings:

- Apple, M. W. (2008). Can Schooling Contribute to a More Just Society? *Education, Citizenship and Social Justice*, 3(3), 239–261.
- Bhushan, S.(2009). Foreign Universities in India. In Bhushan, S. (Ed). *Restructuring Higher Education in India*. Rawat Jaipur: Rawat Publication.
- GOI. (1966). *Report of the Education Commission: Education and National Development*. New Delhi: Ministry of Education.
- Gupta, A. (2011). *Kya Nijikaran Sahayakho Sakta Hai in Ucchar Shikshake Badalte Ayaam*. Delhi University :Hindi Karyanvya Nideshalaya.
- Hallack, J. (2003). Education and Globalisation. In J.B.G. Tilak (Ed). *Education, Society and Development*. New Delhi: NIEPA
- Juneja, N. (2011). Access to What? Diversity and Participation In R. Govinda (Ed.) *Who Goes to School? Exploring Exclusion in Indian Education*. India: Oxford University Press. pp. 205- 247.
- Juneja, N.(2003). Constitutional Amendment to Make Education a Fundamental Right, *Occasional Paper*, New Delhi: NUEPA pp 6-13. Retrieved from <http://www.nuepa.org/Download/Publications/Occasional%20Paper-33njuneja.pdf>
- NUEPA(2008). *Elementary Education in India : Progress towards UEE*, DISE data 2006-07. Retrieved from <http://dise.in/Downloads/Publications>
- Public Report on Basic Education (1999) New Delhi: Oxford University Press (also in Hindi)
- Rampal, A. and Mander, H. (2013, July. 13). Lessons on Food and Hunger: Pedagogy of Empathy for Democracy. *Economic and Political Weekly* 48(28), 50-57.
- Sadgopal, A. (2008). *Samaan School Pranaliyonki Zarurat. Aaj ka Savaal. In Shiksha Aur Bhoomandali karan*. India: Shabd Sansadhan Prakashan.
- Sinha, S. & Reddy, A. (2011). School Drop Outs or Push outs. In R. Govinda (Ed.) *Who Goes to school? Exploring Exclusion in Indian Education*. India: Oxford University Press.

Internet Resource:

- National Council for Educational Research and Training (NCERT- www.ncert.nic.in).
- State Council of Educational Research and Training (SCERT), DIETs, Block Resource Centres (BRC) etc [delhi.gov.in/wps/wpm/connect/ doit/scert/Scert+Delhi/home/](http://delhi.gov.in/wps/wpm/connect/doit/scert/Scert+Delhi/home/)
- Samagra Shiksha from samagra.mhrd.gov.in

Sandeep

- SSA from <https://mhrd.gov.in>ssa-o>
- RMSA from rmsaindia.gov.in
- RUSA from <http://mhrd.gov.in>rusa>
- Mid day meal <http://mhrd.gov.in>mid-day-meal>

Additional Readings

- Naik, J.P. (1979). Equality, Quality and Quantity: The Elusive Triangle in Indian Education, *International Review of Education* , Vol. 25, (2/3), Jubilee Number (1979), pp. 167-1
- Naik, J.P. (2016). The Role of Government of India. India: Education, Ministry of Education, Government of India
- Powar, K. B. (2011). Indian Higher Education Revisited: Continuing Concerns and Emerging Issues. Delhi: Vikas Publishing House, Delhi. pp62- 79
- Subimal, S. (2011).Democracy, Decentralized Planning and Devolution of Power in Education. In K. N. Panikkar& M. Bhaskaran N. (Ed). *Emerging Trends in Higher Education in India: Concepts and Practices*. New Delhi: Pearson Education India.

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, enhancing reading comprehension of core writings in the area and developing innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will include student participation. Individual and group tasks and assignments will be given. Summative evaluation will be through end semester examination.

Key words

Education, India, Policy

Sandeep