

SEMESTER: VI

CORE COURSE VI

EDUCATION IN INDIA: POLICY AND PRACTICE

Credits: 6

MM: 100 (External: 75 Internal: 25)

Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 5+Tutorial /Presentation 1

COURSE OBJECTIVES

This course provides an overview of educational policy and practices that have influenced development of school and higher education in India. It introduces learners to significant perspectives and processes of educational policy making and planning in the country. Learners are introduced to institutions of school education and higher education in India and also to the programmes and schemes that have influenced educational access and opportunities.

LEARNING OUTCOMES

On completion of this 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.
- Understand global changes that impact education.

UNIT I: UNDERSTANDING EDUCATIONAL POLICY IN INDIA

(4 weeks)

- Policy and its influence on the educational system
- Overview of policies in India; National Policy of Education 1968, National Policy of Education 1986, Programme of Action 1992
- International goals and Policy formulation in India: Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs)
- Educational planning in India and Financing: Indicators of education - GER, NER, pupil-teacher ratio

UNIT II: SCHOOL EDUCATION IN INDIA

(6 weeks)

- 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
- The role of various national, state and local level bodies in school education in the area of curriculum and assessment, such as National Council for Educational Research and Training (NCERT), State Council of Educational Research and Training (SCERT), District Institute for Education and Training (DIETs), National Institute of Open Schooling (NIOS); Boards of Education: National, International and State Boards

- Important government initiatives: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Samagra Shiksha, Mid-day Meal Program

UNIT III: HIGHER EDUCATION IN INDIA

(4 weeks)

- Issues in higher education: access, equity, relevance, quality, Rashtriya Uchchar Shiksha Abhiyan (RUSA)
- Challenges of quality and regulations in higher education 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

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

- Build a perspective from data on education of specific social groups (girls, Dalits, tribals, disabled) 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.
- Detailed Study of midday meal scheme (www.righttofoodindia.org) or any other school linked schemes of the Central Government.
- Examine any course offered to students through franchising or joint ventures of transnational institutions.
- 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.

READINGS

ESSENTIAL READINGS

- Juneja, Nalini, 2003, Constitutional Amendment to Make Education a Fundamental Right, Occasional Paper, New Delhi: NUEPA pp6-13 [http://www.nuepa.org/ Download/ Publications/Occasional%20Paper-33njuneja.pdf](http://www.nuepa.org/Download/Publications/Occasional%20Paper-33njuneja.pdf)
- Apple, M. W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3(3), 239–261.
- GOI. (1966). Report of the Education Commission: Education and National Development, New Delhi: Ministry of Education.
- Sinha, Shanta and Reddy, A. (2011), School Drop Outs or Push outs, in R. Govinda (ed.) Who goes to school? Exploring Exclusion in Indian Education. Oxford University Press. India. (Chapter 4)
- Public Report on Basic Education (1999) New Delhi: Oxford University Press (also in Hindi)
- Sadgopal, Anil. (2008). Samaan School Pranaliyon ki Zarurat. Aaj ka Savaal. In Shiksha Aur Bhoomandalikaran. India: Shabd Sansadhan Prakashan.

- Saxena, S. (2012, Dec. 8). Is equality an outdated concern in education? Political and Economic Weekly 47(49), 61-68.
- Tilak J.B.G. (2004) *Higher Education between State and the Market* presented in UNESCO Forum on Higher Education available at portal.unesco.org/education/tilak/colloquium.
- Bhushan, Sudhanshu, 2009, Foreign Universities in India (Chapter 5), in Restructuring higher Education in India, Rawat Publication: Jaipur
- Gupta, A. (2011). Kya Nijikaran Sahayak ho Sakta Hai in Ucchar Shiksha ke Badalte Ayaam. Hindi Karyanvya Nideshalaya. Delhi University. (Ch. 5 p. 196- 2

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/
- Samagra Shiksha from samagra.mhrd.gov.in
- 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>
- Millennium Development Goals (MDGs) www.who.int./topics/millennium-development-goals/about/about/en/
- Sustainable Development Goal 4: Quality Education in one.un.org/page/sustainable-development-goals/sdg-4
- Education for Sustainable Development <https://en.unesco.org/themes/education-sustainable-development>
- Quality Education: Why It Matters www.un.org/sustainable-development/wp-content/uploads/2018/09/goal-4.pdf
- Deaton, Angus and Jean Dreze, 2009, Food and Nutrition in India: Facts and Interpretations, Economic and Political Weekly, Vol 44, Issue No. 07 <https://www.eklavya.in/magazine-activity/sandarbh-magazines/200-sandarbh-from-issue-81-to-90/sandarbh-issue-85/584-multilingualism-a-classroom-resource-by-rama-kant-agnihotri>

ADDITIONAL READINGS

- Naik, J.P., 1979, Equality, Quality and Quantity: The Elusive Triangle in Indian Education , *International Review of Education* , Vol. 25, No. 2/3, Jubilee Number (1979), pp. 167-1
- Subimal Sen Democracy, Decentralized Planning and Devolution of Power in Education in K N Panikkar and M Bhaskaran Nair (eds.) *Emerging Trends in Higher Education in India: Concepts and Practices* (New Delhi: Pearson Education India, 2011).
- Naik, JP, The Role of Government of India In Education, Ministry of Education, Government of India
- Powar, K. B. (2011). Indian Higher Education Revisited. Continuing Concerns and Emerging Issues. Vikas Publishing House, Delhi. [Ch. 3 (pp. 62- 79)

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 include student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

KEY WORDS

Education, India, Policy