

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER -IV



Disclaimer: The syllabi are uploaded as approved by the Academic Council on and Executive Council on

Sanjeev

COURSES OFFERED BY DEPARTMENT OF EDUCATION

Category II

(B.A Programme Courses for Undergraduate Programme of study with Education discipline as one of the Core Disciplines)

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 XII th 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

Sandeep

- 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

1. 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.
2. Detailed Study of midday meal scheme (www.righttofoodindia.org) or any other school linked schemes of the Central Government.
3. Examine any course offered to students through franchising or joint ventures of trans

Sandeeep

national institutions.

4. 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/)

Sandeep

- 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>

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

DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8): PROFESSIONAL DEVELOPMENT OF EDUCATIONAL PRACTITIONERS

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		
PROFESSIONAL DEVELOPMENT OF EDUCATIONAL PRACTITIONERS DSC 8	4	3	1	-	• Class Pass XII th	• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- Know about the concept, scope and importance of Professional Development of Educational Practitioners.
- Understand and analyze the various policies recommendations for professional development of educational practitioners in India.
- Examine the problems in implementation of the policies for professional development of teachers.
- Explore the role and functions of different agencies of having responsibility of professional development of educational practitioner

Learning Outcomes

On completion of this course, learners will be able to:

Sandhya

- explain the concept of professional development of teachers and concerns of teachers' professional development.
- critically examine the issues of initial teacher preparation and continuous professional development of teachers.
- critically examine the policy imperatives in teachers' professional development and the role of agencies and regulatory bodies for quality, including the issue of governance in teacher education.
- develop the self-regulated professional development schemes

SYLLABUS OF DSC- 8

Unit: 1 Introduction to Professional Development

(Hours 15)

- Concept of Profession, Professionalism, Professional development: Need, Characteristics and importance of professional development, Understanding teaching as a profession and its characteristics, Evolving Roles of a teacher and teacher Education,
- Professional Development of teachers- meaning, need and significance, Teacher Effectiveness- meaning, criteria for assessment and modification of teacher professional development, Characteristics of good teacher with reference to professional ethics, autonomy, and accountability, Concept of Continuous Professional Development (CPD)
- Emerging Concerns and Challenges of Teachers: Pre-service and in-service teacher education conditions in India, Concerns of quality teacher preparation in India, Working conditions of teachers with special reference to teachers' autonomy, code of conduct and responsibilities of teachers in context of policies perspective in India.

Unit-II Perspectives of Teachers Professional Development

(Hours 15)

- Historical perspective of professional development: Evolution of professional development of teachers.

Sandeep

- Models of teachers' professional development (Traditional Professional Development Model, Job-embedded Professional Development Model, Individual Guided Professional Development Model, Observation or assessment model, Development and Improvement model, Teacher training model, an inquiry model), Contemporary approaches for teacher professional growth and development
- Policy Perspectives and roles of different organisations in planning and organization of professional development programmes for teachers at different level: UGC, NCTE and (IASE Institution of Advanced Studies) in Education at higher education and NCERT, SCERT, DIETs, BRCs and CRCs at school level.

Unit III: Professional Standards for Teachers and Quality Assurance for Teaching Profession with reference to India (Hours 15)

- Professional Standards for teachers: Definition, core values & ethics, importance of professional standards for teachers. Professional standards in terms of: professional knowledge & understanding, professional practice & competence, professional development & growth.
- National Performance Standards for Teachers (NPST) & Perspective of National Education Policy-2020 on Professional Development.
- Evaluating Teacher's Professional Development: Basic principles to evaluate teacher development programmes, models to evaluate professional development (Gusky's model, Traditional model and ICF seven practical steps to evaluate professional development).

Essential/ Recommended Readings:

- AL-Lamki, N. (2019). The Beliefs and Practices Related to Continuous Professional Development of Teacher of English in Oman. [Doctoral dissertation, University of Leeds].
- Borko H., Jacobs, J and koellner K (2010). Contemporary Approaches to Teacher Professional Development. In Penelope P., Eva B. B. M. (Ed). *International Encyclopaedia of Education*. Volume 7. Oxford: Elsevier. pp. 548-556
- Centers for Diseases Control and Prevention (CDCP) (2019). A Guide to Evaluating Professional Development. Atlanta, GA: Center for Disease Control and Prevention, US Dept. of Health and Human Services.

Sandeep

- Cruess, R, & Cruess, .L. (2012). Teaching Professionalism - Why, What and How. *Centre for Medical , Lady Meredith , McGill University*, 4(4), 259-265.
- Edmond, N., & Hayler, M. (2013). On Either Side of the Teacher: Perspectives on Professionalism in Education. *Journal of Education for Teaching*, 39(2), 209-221.
- Emmelian M., Melissa T, Geert D & Ruben V. (2018). Evaluating Teachers Professional Development Initiatives: Towards and Extended Evaluative Framework ,*Research Paper in Education*, 33(2), 143- 168.
- Evans, L. (2008). Professionalism, Professionality and the Development of Education Professionals. *British Journal of Educational Studies*, 56 (1), 20-38, <http://dx.doi.org/10.1111/j.1467-8527.2007.00392.x>
- Evetts, J. (2013). Professionalism: Value and Ideology. *Current Sociology*, 61(5–6), 778–796.
- Guskey, T. R. (2014). Evaluating Professional Development. In Billett, S. (Ed). *International Handbook of Research in Professional and Practice Based Learning*. New York: Springer in international.
- Hall, R. H. (1968). Professionalization and Bureaucratization. *American Sociological Review*, 33(1), 92- 104.
- Hargreaves, A. (2000). Four ages of professionalism and professional learning. *Teachers and Teaching: Theory and Practice*, 6 (2), 151-182. <http://dx.doi.org/10.1080/713698714>
- Hargreaves, D. (1994). The New Professionalism: The Synthesis of Professional and Institutional Development. *Teaching and Teacher Education*, 10(4), 423-438.
- Helsby, G. (1995). Teacher's Construction of Professionalism in England in the 1990's. *Journal of Education for Teaching*, 21(3), 317–332.
- Hoyle, E. (1974). Professionalism, Professionalism, and Control in Teaching. *London Educational Review*, 3, 13-19.
- Ifanti, A., & Fotopoulou, V. (2011). Teachers' Perceptions of Professionalism and Professional Development: A Case Study In Greece. *World Journal of Education*, 1, 40-51.
- Larson, M. S. (1977). *The Rise of Professionalism: A Sociological Analysis*. Berkeley: University of California Press.
- MHRD, (1986). *National Education Policy 1986*. India: Government of India.
- MOE, (2020). *National Education Policy 2020*. India: Ministry of Education, Government of India.

Seendee

- Organization for Economic Co- Operation and Development. (2009). *Creative Effective Teaching and Learning Environments*. oecd.org/ education/ school/ 43023606.pdf
- Ravhuhali, F., Mashau, T., Kutame, A., & Mutshaeni, H. (2015). Teachers Professional Development for Effective Teaching and Learning in School: What Works best for Teacher?. *International Journal for Educational Sciences*, 11:1, 57-68, DOI: 10.1080/09751122.2015.11890375.
- Reimers, V.E. (2003). *Teacher Professional Development: An International Review of the Literature*. India: International Institute of Educational Planning.
- Sachs, J. (2016). Teacher Professionalism: Why Are We Still Talking About It? *Teachers and Teaching*, 22(4), 413-425.
- Sockett, H. T. (1996). Teachers for the 21st century: Redefining Professionalism, *NASSP Bulletin*, May, 1996, 22-29.
- Subhitha, G. V. (2017). *Re-Conceptualizing Teachers Continuous Professional Development within a New Paradigm of Change in the Indian Context: An Analysis of Literature And Policy Documents*, *Professional Development in Education*, DOI: 10.1080/19415257.2017.1299029.
- Vijaysimha, I. (2013). Teachers as professional: Accountable and Autonomous? *Contemporary Education dialogue*. Sage Publication, 10(2), 293-299.
- Whitty, G. (2000). Teacher Professionalism in New Times. *Journal of In-Service Education*, 26(2), 281-295. <http://dx.doi.org/10.1080/1367458000020012>

Suggested Projects/ Assignments: Any two

Educator can design the assignment and projects on the current practices adopted in school education and in higher education:

- To develop an analytical report on few case studies specially conducted on the evaluation of in-service programmes/ faculty development programmes/ refresher courses for better understanding of recent trends of professional development of teachers at different level of education viz. school, colleges, and universities.
- Assignment can be given to discuss the different types of professional development programmes in any relevant area of focus, designing of modules, execution and evaluation strategies, process of development a framework of any one professional development programme for teachers at different level,
- An exposure field visit can be scheduled to nearby SCERT, DIETs or institution working in the areas of professional development for observation of ongoing



professional development programme, interaction with educators working in these institutions along with reporting of any ongoing programme and its components.

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

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, 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

Professional Development, Educational Practitioners

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

Sandeep

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.

Sandeep

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

SYLLABUS OF DSC- 7

UnitI: Understanding Educational Policy in India

(12hours)

- 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

UnitII: 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).

UnitIII: 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