

## Bachelor of Education (B.Ed.)

**Title of the Course: Perspective Course PC 2: Education in Contemporary India-II  
(Semester: II)**

**Credits: 2**

**MM: 50 (External: 35 Internal: 15)**

**Contact Week 15**

### Introduction of the Course

This course focus on National Education System, students are anticipated to delve into discussions surrounding contemporary Indian society and education, gaining insight into both national and local educational landscapes, and recognizing the imperative of establishing a universally fair and just educational framework for a democratic society. This involves developing an awareness of the alienation and socio-economic disadvantages faced by many students, examining the intricate interplay between education and equality, and critically assessing the policies and recommendations put forth by significant commissions and committees.

### Learning Outcomes

After completion of the course, student will be able to:

1. Develops critical analysis skills through conceptual understanding.
2. Understand the structure of the Indian Education System and the changes.
3. It will gain the perspective on socio-economic linkages of Education and contemporary issues.
4. Indian Educational thoughts and values.
5. Reflective learning and innovations in education.

**Number of Units: 2**

**Weeks 15=30 hours**

### Unit 1: Educational Policy

**(weeks 8=16 hours)**

(A critical review of commission reports and policy documents through a thematic focus, linking the contemporary context with salient debates)

- Equity in Education: Kothari Commission and the vision of Common Schooling; National Policy on Education 1986 and its review by the Ramamurthy Committee 1992, Learning

University of Delhi  
Faculty of Education  
Department of Education  
Delhi-110007

Without Burden – Yashpal Committee Report; the National Curriculum Framework 2005 and the Mid-Day Meal Programme.

- Linguistic Plurality and Language Policy: The Language Survey; debates on the 'medium' of learning; the 'three-language formula' for national and emotional integration, problems of implementation across states.
- National Education Policy 2020: Aim & Objectives of National Policy on Education (NEP) 2020; Perspectives on NEP 2020; Stated goals and contemporary issues in Indian education, context and challenges in implementation.

## Unit 2: Socio-Educational Reform and Innovations

(Weeks 7=14 hours)

- Legacy of social reformers and their vision of education: Shri Jyotirao Phule, Shri Ishwar Chandra Vidyasagar, Dr. B. R. Ambedkar, Mahatma Gandhi and Pandita Ramabai; historical struggles for modernization of education in different regions.
- Recent Innovations in Education (Case Studies): Innovation as a key factor in meeting the challenges in education; themes in educational innovation; the role of Non-government organizations in educational innovations; educational innovation as a collaborative and supplementary endeavor.

### Practicum/ Suggested Projects / Assignments (Any One)

1. Write an essay on the Constituent Assembly's debate/ discussion on education.
2. Discuss the rationale for National Education Policy 2020 with respect to school education.

What additional measures could be taken for the successful implementation of NEP 2020?


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

### Essential/ Recommended Readings

- Apple, M. W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3(3), 239–261. 3
- Balagopalan, S. (2003) Understanding educational innovation in India: the case of Ekalavya. *Education Dialogue* 1(1): 97-121.

  
Principal  
Department of Education  
Faculty of Education, Delhi-110007  
University of Delhi, Delhi-110007

- Balagopalan, S. (2010). Introduction: Children's Lives and the Indian Context. *Journal for the History of Childhood and Youth*, 18(3), 291-297.
- Balli, O., Nagpal, N., Sankar, D., Hnamte, L., Mehendale, A., Mohanty, S., ... & Addala, P. R. Digital Innovation, School Readiness and Intervention Approaches: a case of Connected Learning Initiative (CLIX) in Indian high schools. *Digital Inclusion: Transforming Education Through Technology*, 21.
- Chanana, K. (2001) *Interrogating women's education: bounded visions, expanding horizons*. Jaipur and New Delhi: Rawat
- Chandra, B. (2004) Gandhiji, Secularism and Communalism. *Social Scientist*, Vol. 32, No. 1/2pp. 3- 29
- Deshpande, S. (2014). The problem of caste. New Delhi: Orient Blackswan
- Dube, S.C. (1990, 2005) *Indian Society*. New Delhi: National Book Trust
- GOI. (1966). *Report of the education commission: Education and national development*. New Delhi: Ministry of Education.
- GOI. (1986). *National policy of education*. GOI.
- GOI. (1992, 1998). National Policy on Education, 1986 (modified in 1992). Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/NPE86-mod92.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf)
- GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/rte.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf)
- Government of India. (n.d.). *National Education Policy 2020*. [www.education.gov.in](http://www.education.gov.in). [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- Govinda, R. (ed). (2002) *India education report: a profile of basic education*. New Delhi: Oxford University Press.
- Ghosh, S. C. (2007). *History of education in India*. Rawat Publications.
- Hindustani Talimi Sangh. (1938). *Basic national education: Report of the Zakir Hussain committee*. Sagaon, Wardha: Hindustani Talimi Sangh.

  
Head/Dean

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

- Jhingran, D. (2023). Conversations/Interview with Dhir Jhingran. *Contemporary Education Dialogue*, 20(2), 236-255.
- *Letter to a teacher: By the school of Barbiana.* (1970). Retrieved from <http://www.arvindguptatoys.com/arvindgupta/letter.pdf>
- Naik, J.P. (1979) *Education Commission and After.* A P H Publishing Corporation: New Delhi. Also available in Hindi
- Nambissan, G. B. (2009). *Exclusion and discrimination in schools: Experiences of Dalit children.* Indian Institute of Dalit Studies and UNICEF.
- NCERT (2006/7) *National Focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes; National Focus Group Paper on Gender.* New Delhi: NCERT
- NCTE (2009) *National Curriculum Framework for Teacher Education.*
- Paliwal, D. (2019). Reaching the unreached through open and distance learning in India. *AAOU Journal*, 14(1), 39-49.
- Parekh, B. C. (2000). *Rethinking multiculturalism: Cultural diversity and political theory* (pp. 213- 230). Palgrave.
- Parimala, D. (2010). *Equity and Education in India: Policy, Issues and Challenges.* New Delhi: Kanishka Publisher.
- Parimala, D. (2011). *Diversity in Teacher Education: A Global Perspective.* New Delhi: Kanishka Publisher.
- Parimala, D. (2012). *Role of Teacher in Changing Context: Policy and Perspectives.* New Delhi: Kanishka Publisher
- Parimala, D. (2016). *Higher Education in India: Challenges and Possibilities.* New Delhi: Kanishka Publisher.
- Pathak, A. (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness.* New Delhi: Aakar Books.
- PROBE (1999) *Public report on basic education in India.* New Delhi: Oxford University Press.

- Rai, A. (2000) *Hindi Nationalism*. Orient Longman
- Rampal, A. & Mander, H. (2013, July. 13). Lessons on food and hunger: Pedagogy of empathy for democracy. *Economic and Political Weekly* 48(28), 50-57.
- Rangarajan, R., Sharma, U., & Grové, C. (2023). Inclusion and equity in India's new National Education Policy (NEP): an analysis using the Context Led Model of Education Quality. *International Journal of Inclusive Education*, 1-21.
- Saxena, S. (2012, Dec. 8). Is equality an outdated concern in education? *Political and Economic Weekly* 47(49), 61-68.
- Shaban, A. (2016). Muslim Girls in Urdu Medium Schools of Maharashtra: Progress, attention and Aspirations. *Economic and Political Weekly* LI (25). 65-70.
- Sharma, G., Mittal, R., & Zayan. (2023). Teacher Education in India's National Education Policy 2020: Knowledge Traditions, Global Discourses and National Regulations. *Contemporary Education Dialogue*, 20(2), 256-282.
- Varma, A., Patel, P., Prikshat, V., Hota, D. K., & Pereira, V. (2021). India's new education policy: a case of indigenous ingenuity contributing to the global knowledge economy? *Journal of Knowledge Management*, 25(10), 2385-2395. <https://doi.org/10.1108/jkm-11-2020-0840>
- Subramanian, V. (2019). Parallel partnerships: Teach for India and new institutional regimes in municipal schools in New Delhi. *International Studies in Sociology of Education*, 29(4), 409-428. <https://doi.org/10.1080/09620214.2019.1668288>

#### Additional Readings

- Aggarwal, J. C. (1989). *Education in India: Policies, Programmes and Development: Global Perspectives*. New Delhi: Doaba House.
- Basu, A. N. (1947). *Education in Modern India*, Calcutta: Orient Book Company
- Bharti (2009). *Gandhi aur Ambedkar ka Yogdan Dalit evam Mahila Utthan Mein*. New Delhi: Gautam Book Centre
- Dayal, B. (1955). *The Development of Modern Indian Education*. Bombay: Orient Longman  
Education as an Agent of Social Change in *Foundation Course in Humanities and Social Science* (IGNOU Study Material).

- Kumar, A. (1991). *Current Trends in India Education*. New Delhi: Ashish Publishing House.
- Lok Shikshak Manch (2016). *Humare Shikshak*. New Delhi: Lok Shikshak Manch.
- Mali, M.J. (2011). *Krantijyoti savitri Bai Phule*. New Delhi: Prakashan Vibhag, Government of India
- Nikolopoulou, A., Abraham, T. & Mirbagheri, F. (2010). *Education for Sustainable Development: Challenges, Strategies and Practices in a Globalizing world*. New Delhi: Sage.
- Ramchandran, P. & Ramkumar, V. (2009). *Education in India*. New Delhi: NBT.
- Rampal, A. (2008, April 21). Education for All. *The Times of India*.
- Sharma, R.N. & Sharma, R.K. (2002). *Problems of Education in India*. Delhi: Atlantic Publications.
- Vaidya, P.M. (2008). *Education for Peace: Relevance of Mahatma*. Third World Impact. XIX (177). 9- 13

#### Primary Sources:

- Government of India (2009). *Right to Education*, New Delhi: Ministry of Law and Justice.
- Government of India (1966). *Kothari Commission Report- 1964-66*. New Delhi: Most Education.
- Government of India (1966). *Kothari Commission Report- 1964-66*. New Delhi: Ministry of Education
- Hindustani Talimi Sangh (1938). *Basic National Education. Report of the Zakir Committee*, Sagaon, Wardha: Hindustani Talimi Sangh
- MHRD (1986). *National Policy on Education*, New Delhi: Ministry of Education.
- MHRD (1992). *Programme of Action*. New Delhi: Ministry of Education
- NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
- NCERT (2006/07). *National focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes*. New Delhi: NCERT.

#### Online links for Commission and Committee Reports:

1. Kothari, D. S. (1964). *Education and national development: Report of the education commission, 1964-66*. Available at [www.mhrd.gov.in/](http://www.mhrd.gov.in/)
2. National Policy on Education (1986). Available at [www.ncert.ac.in](http://www.ncert.ac.in)
3. Acharya Ramamurthy Report (Programme of Action) (1990). Available at [www.ncert.ac.in](http://www.ncert.ac.in)
4. PROBE (1998) and PROBE 92011) Revisited available on [www.academia.edu](http://www.academia.edu)

Head/Dean  
 विभागाध्यक्षा एवं संकाय अध्येता  
 शिक्षा विभाग-Deptt. of Education  
 दिल्ली विश्वविद्यालय, दिल्ली-110007  
 University of Delhi, Delhi-110007

5. NCF-2005 available on [www.ncert.ac.in](http://www.ncert.ac.in)
6. NCFTE: [http://www.ncte-india.org/publicnotice/NCFTE\\_2010.pdf](http://www.ncte-india.org/publicnotice/NCFTE_2010.pdf)
7. Sachar Committee Report available at <http://ncm.nic.in/pdf/compilation.pdf>
8. National Education Policy 2020:  
[https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)

**Teaching Learning Resources (Digital and others): Across Units (If any)**

Nil if not given

**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 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:** Inequality, discrimination, exclusion, and marginalization based on factors like language, religion, caste, class, ethnicity, gender, region, and disability.

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